

THE SCHOOL JOURNAL

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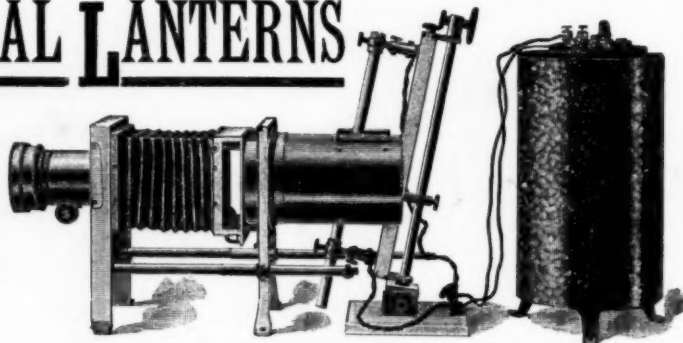
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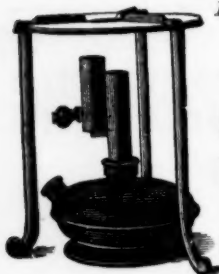
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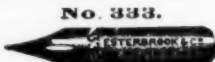
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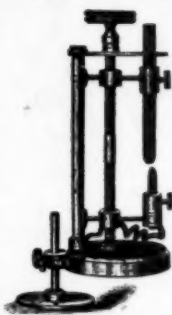


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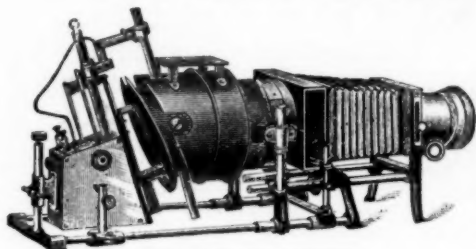
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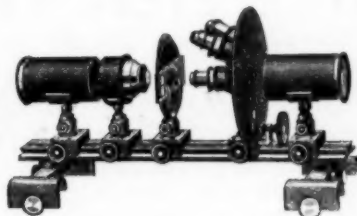
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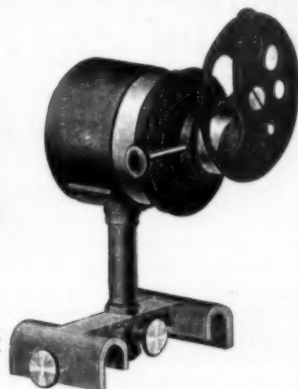
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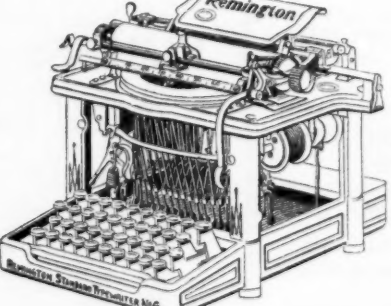
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLIX.

For the Week Ending October 6

No. 12

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The business department of THE JOURNAL is on page 296.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

The Teacher's Mission.

Very few teachers but have heard of miseries that exist in this world, and of remedies for them. Now the evils that exist are of two kinds, those that can be remedied and those that cannot. And when the matter is fairly and carefully considered it will be found that the real remedy for remedial evils is in the hands of the teacher. And by teacher is not meant solely the one in the school-house, but all who are able to lift people from lower to higher levels. But as those in the school-house have all the children from five to fifteen years of age daily before them, on them hangs the heaviest responsibilities.

Now it may be that children may assemble with a teacher and go forth unable to cope with the evils that beset them in the street and at home, although they have acquired the power to read; so that in addition to teaching pupils to read is the task of impressing on them that doing the right is the foremost of all things. This is the *teacher's mission*.

George Washington stands before the world as the greatest of all for behaving righteously and wisely while possessing unlimited power. He was left fatherless when eleven years of age; to his dying hour he attributed to the influence of his mother the acquirement of ability to restrain his high temper and to square his conduct according to justice and equity. In the archives of Mount Vernon may be seen a little volume bearing the name of Mary Washington, written by her own hand, and which was held by him as a saintly relic. It is entitled Sir Matthew Hale's Contemplations; from this she daily read to her children. Thus she fulfilled her mission.

It has doubtless not dawned on the minds of a vast number of teachers that they are charged with any other duty than giving instruction in reading and other branches; it is owing to this poor conception of the teacher's work that the jails have to be enlarged at about an equal rate with school-houses. In like manner, so poorly do most mothers conceive of their duty in bringing up children that in few households are such lessons considered important as Mary Washington gave in her home on the banks of the Rappahannock.

Let us propound the inquiry at once, Now how shall the teacher fulfil her mission? In speaking of Mary Washington reference was designedly made to a small volume which in those days of few books was carefully studied by her. Without attempting to answer the above question in fulness and minuteness a partial answer may be given in the words of Ruskin:

"And I would urge upon every young man at the beginning of his due and wise provision for his household to obtain as soon as he can by the severest economy a restricted, serviceable, and steadily (however slowly) increasing series of books for use through life; making his little library, of all the furniture in his room, the most studied and decorative piece, every volume having its assigned place, like a little statue in its niche."

To perform her mission then, the teacher must be the possessor of a library—it may possibly be a small one.

To own a library supposes, of course, that it is read; supposes that it is turned to for aid, that the subjects read about are thoughtfully turned over in the mind. It is not expected nor desired to turn the teacher into what is called a great reader; such persons are rarely useful and the teacher aims at advancement and usefulness through his advancement. To read many books means a waste of time, and time is about all we have. If a poor, shallow book is chosen it means that a good strong book is laid aside.

It may be considered a strong assertion, but it is true nevertheless, that one who has not read certain books is not yet fitted for a teacher, although he may pass a good examination in arithmetic and geography. The one who proposes to teach, proposes to form mind and character; he cannot do this unless his own mind is on a high level. You cannot supply a town with water unless you put the reservoir on a hill, nor can one teach (in any decent use of the word) unless he is at a higher point than his pupils. To know more about arithmetic does not necessarily place him higher; many a vulgar seaman knew far more than Victor Hugo did when he wrote "The Toilers of the Sea," but from the latter streams of thought are steadily flowing.

Ruskin says, "I wish you to see that both well-directed moral training and well-chosen reading lead to a possession of a power over the ill-guided and illiterate." Before one can benefit another he must be on a higher plane; the teacher really enters the school-room as a beneficent power; and doubtless most teachers desire to do this. Of course, the early conception that he enters to command silence and cause fear and trembling by his frown must have disappeared and a nobler one have taken its place. How shall he become a beneficent power without going higher than his pupils?

Without pursuing this thought let it be said that to make any worthy attainment in the school-room there must be a noble motive; we can see that all great men have been actuated by noble motives. The reason the world is no better is because so few are actuated by noble motives. But there is nothing to hinder the teacher from acting and carrying on his work by the highest possible motives in himself. To know what these are he must converse with the great thinkers as they have expressed themselves in their writings. Such a teacher will find himself looked up to in a way that will often affect him profoundly. It is possible for us to *feel* when we cannot know. Those who walk with high-thoughted writers attain to a state of joyful rest, having obtained some glimpses at least of divine truth—the only substantial thing in the universe next to God himself. Rossetti says, "My life has been apart, in shining brightness and the place of truth." So he who is a companion of the great thinkers may rise above the dust and perplexity of the school-room and be able to understand how to make things tend to harmony, and how that band of youth may be fitted to go out into the world earnest to make it better.

There must be a contempt for merely hearing lessons, for knowing to-day only what was known yesterday, for running one's thoughts in the same old grooves. No wonder there is a need of compulsory laws; no wonder the teacher looks east, west, north, and south for some business less deadening. Teaching is a serious business; only persons of serious and earnest lives should attempt it, for its main aim is to cause young people to live nobly.

Observations of Schools and Teaching.

(The following suggestions from an article by Professor Elmer E. Brown, of the Department of Pedagogy of the University of California, will prove helpful to all who desire to form an intelligent judgment of teachers and their practice, and of the hygienic conditions of schools by pointing out *what* to look for and *how* to observe. They are of especial value to members of school boards, superintendents, principals, and others whose business is the supervision of schools, but will be stimulative and beneficial to teachers in general as a guide to self-examination. Other suggestions in this line are welcomed.)

I. THE TEACHER.

The thing most vital to the success of a school is the character of the teacher who has it in charge. Not to attempt to catalogue in this paper the qualities to be looked for in a successful teacher, attention may be called to the fine treatment of the subject in that educational classic, Dr. Huntington's address on *Unconscious Tuition*.

II. FUNDAMENTALS.

Three fundamental things to be looked for in a successful school are the following:

1. *The HEALTH of the pupils.*—Some of the particulars to be observed in this connection are the construction of the school-room, the provisions made for hygienic heating, ventilation, and lighting, the height and construction of school desks; matters over which the teacher has in many instances no control. One of the best authorities on these matters is Newsholme: *School Hygiene*. (Ginn & Co., New York, 1889.) The teacher is responsible for the use made of such facilities as are provided for heating, ventilating, and lighting the school-room, as also for securing to the pupils a proper amount of healthful exercise, and providing in other incidental ways for their physical comfort and well-being. These things have all an important bearing on the two other fundamental elements of good teaching.

2. *The OBEDIENCE of the pupils.*—The kind of obedience is important, whether cheerful or sullen, prompt or tardy. How is obedience secured; by force, by threats, by punishment, by coaxing, by bribery, by the personal authority of the teacher, by appeals to the pupils' reason, by reference to the principal or superintendent? These different ways are vastly different in educational value, and not all of them lead to real obedience. The evidence of obedience is not to be sought in the exceptional cases only, where a conflict of purposes between teacher and pupil is apparent, but still more in the general order of the school and the habitual bearing of teacher and pupil one toward the other. Observe, also, whether obedience and order are secured with much or little outward display of authority.

3. *The INTEREST of the pupils.*—Observe whether this interest is in the subject matter of the studies or in some extraneous circumstances, or perhaps mainly in the personality of the teacher. There should be not merely a lively interest in one or two things, but an all-round interest in the school work in general. It is of prime importance that the interest aroused should be such as leads to active participation on the part of the pupils, not merely the interest of passive reception.

Obedience and interest may fairly be regarded as among the first elements of moral training, sound health is auxiliary to such training, and high character in the teacher is indispensable to such training.

III. GOVERNMENT.

The personal authority of the teacher and the obedience of the child are here the first considerations. But strength of will is as desirable an element in the child's character as obedience. The fine balance of OBEDIENCE, submission of will, on the one hand, and SELF-RESPECT, independence, exercise of will, on the other hand, is to be sought in all school government.

Obedience and independence are pre-requisites of efficient instruction. They are first steps toward character building; but in the interest of true character building obedience to outward authority must be changed over as rapidly as possible into obedience to the inner authority of conscience; and independence must be softened and purified by sympathetic regard for the good of others.

The particular virtues to which school government should immediately lead are enumerated by Dr. E. E. White as follows:

1. Regularity, 2, punctuality, 3, neatness, 4, accuracy, 5, industry, 6, silence, 7, obedience.

IV. INSTRUCTION.

The following questions are of capital importance:

Is the instruction adapted to the child's capacity?

By what means is the new knowledge made clear and comprehensible? How is the new knowledge closely interwoven with that previously acquired? Are the children made to think for themselves on the things they have learned? Are they trained to apply definitions and general principles accurately and readily to new examples; and in what ways are these things done most successfully?

As to the conduct of the recitation:

How is the close attention of all members of the class secured and held? How is the work distributed so that each does his part? And how does the teacher draw out the pupils without wasting words himself? How is the ready expression of right ideas in appropriate language secured? How much regard is paid to the individual peculiarities of pupils, and in what ways? How are mistakes clearly corrected without waste of time or interference with the progress of the recitation?

Needed Improvement in City Schools.

(Discussion before National Association, Asbury Park, July 10, 1894.)

By LAWTON B. EVANS.

The school legislation of the future will need to adopt some measures that will rid the schools themselves of the dominance of unwise, party-influenced and friend-rewarding men. The school systems should be run by school men and not by politicians. What incentives have school officers to labor and to learn if their plans for improvement are blasted by the rude hands of prejudiced boards? It was suggested to me once that it would be an improvement in the school laws of our country if an examination for members was required as well as examination of teachers.

Akin to this suggestion is: That school superintendents should have entire control in the selection of teachers, in the course of study, and in the conduct of the schools. Boards of education, representing the taxpayers, ought to control the finances, paying of officers and teachers, building of houses and cost of supplies. Beyond that they should trust the officers, whose business it is to know. If the officers prove unworthy and unreliable, they should be impeached and removed. It is a golden rule to pay an official well, let him alone, but watch him closely. The superintendents and supervisors are often held responsible for errors in the schools that they were powerless to prevent. Make the work of school supervision a profession, require the officers to surround themselves with proper help and then hold them responsible for the results. I believe that if school officers instead of inexpert members were allowed to select teachers and text-books the tone of our schools would at once improve.

This would be the way to procure better teachers. The profession responds to the demand. If high grade capacity, founded on experience and training is demanded in the schools, at once the attention of applicants is turned to that kind of qualification. If we will require better capacity we shall get better capacity. So long as election goes by favors there is no guarantee that the schools are safe. Some of these days we shall reach the golden point in our city schools where the laws will require that no teachers shall be employed except those who have had liberal preparation in schools designed for the training of teachers. But few teachers can do scientific teaching unless they have had scientific preparation. Some may happen upon good methods by accident, but the majority are empirics and empiricism in school work is as deadly as quackery in medicine.

This independence of officials will bring an improve-

ment in the course of study of our schools. We need to day a revolution in the methods of school work, based upon proper principles of education. These principles are but dimly understood by the profession, and by the general public not at all. The few who plead for better things, for work outside of texts, for better texts themselves and for a degree of teaching of things that cannot be comprehended in a text, are derided as visionary. Many of our schools are machines, many of our teachers are mechanical, many of our courses of study are unscientific and those who know better are rendered powerless by the law and are laughed at in their helplessness. Many of the old methods of teaching, many of the old texts in use are adhered to because the school committees are averse to change, the people complain of expense, and everybody is willing to let well enough alone. It is time we had more radicals to face the people and tell them the whole truth, regardless of personal effect.

Another evil that the future only will remedy is the assignment of too many children to one teacher. I have seen a system where 60 children was the allowance; in another instance 80 were on the roll of one teacher, and in a single case a poor teacher was doing her best with a class of 120 pupils. I should say that the average in large city systems was 50 pupils to a teacher. I know this to be the case in most of the Southern school systems. This means too much teaching for one person to do properly. An ideal school would limit the number of graded pupils to 30 or 25 for each teacher. This, however, will require more schools, more school-houses, more teachers, all of which will cost more money. The solution of that difficulty is found only in enlarging school facilities so as to afford opportunity for best work.

The last point I shall make is that, since we commit ourselves to education at the public expense there should be no limit this side of thoroughness. Every kind of education belongs to the public school scheme. Popularly we think only of a literary training in public schools. But logically, children are entitled to musical, artistic, and industrial education. They are entitled to be trained from the very beginning for life's work and for life's joys. Ultimately we shall see our city schools reach out their arms to enfold the very infants, and then keep them under proper nurture until they can be delivered to the state as worthy citizens ready for any work.

Fortunately, we are improving. There are errors of course. These we shall be rid of in after years. We are groping in uncertain light for many things. Still our schools are like our country, young but vigorous and determined. Like overgrown boys they are awkward and move uneasily, but exercise will bring grace and strength. They contain no seeds of disease, and all they need is care and culture to make them the pride of the land.

Mental Education. I.

By CLEMENT FEZANDIE.

THE TRAINING OF THE JUDGMENT.

Of all the mental faculties, judgment probably stands first on the list, both in order of time, and in simplicity. We find judgment manifested in animals long before they show either memory, reasoning, or imagination, and a similar sequence may be observed in our children, as they grow from babyhood to infancy. Hence judgment, being the fundamental faculty is the one that should receive the greatest attention from parents and teachers. Unfortunately we are still far from such a rational mode of education, even in this nineteenth century, with a free press, with science untrammelled by the intolerance of governments or of sects, and with a corps of teachers who have received a certain amount of education!

For training the judgment, it is of course necessary that the perceptions be first educated. We must cultivate the eye, the ear, the touch, the taste, and the

smell, before we can hope to do anything with the judgment. Judgment consists essentially in comparison, and it is consequently by comparison that we must train this faculty. We cannot judge that a thing is large, or bright, or sweet, unless we compare it with one that does not possess these qualities, or at least not to the same degree.

But comparison presupposes observations, hence our scholars must be taught to observe. This fundamental principle has been recognized by all great educators, and what are known as object-lessons have been the outcome. These are, it is true, a step in the right direction, but unfortunately they are rendered more or less unsatisfactory by their monotony, and the list of long, unpronounceable technical terms which it is thought necessary to teach. Yet even with these drawbacks, and with all the mechanical clap-trap of tables on the blackboard, such lessons achieve a great deal of good.

As a matter of fact, observation can be trained only by interesting the scholar in the object that is to be viewed, and by afterwards forcing him to reproduce his impressions either by speech, by writing or by drawing, especially the latter. There is no means of training the observation that can compare with drawing. I am always astonished how much more perfectly an artist can describe anything he has seen, even a machine or an action, than an ordinary person. When a man gives an account of a conjurer's performance, he will almost invariably describe the man's actions in a way that anyone familiar with the trick will know to have been out of the question. The spectator has completely overlooked the vital points. An artist, however, even while not understanding the *modus operandi*, will still be able to give an exact account of magician's every action, for his powers of observation have been well trained. Hence lessons in drawing from nature should be given at the same time as lessons in writing. They will be rough at the first, but it is not accuracy in outline as much as accuracy in idea that should be insisted upon. You are not teaching the child to draw; you are teaching him to observe, which is far more important.

But the eye, while the most important factor in observation is not the only one. Just as you train his powers of sight by making him compare different objects, and judge of their relative sizes, shapes, colors, distances, etc. (judgments which, to be really valuable, must be afterwards confirmed by actual measurements), so you train his hearing by teaching him to distinguish different sounds, their relative pitch and intensity, their distance away, and the direction from which they proceed. A little practice will accomplish wonders in developing the powers of hearing. At present our schools confine the training of the ear to the teaching of music, but this, while excellent in its way, is somewhat too special to serve as a truly educative influence. The smell, the taste, and the touch should in like manner be cultivated, together with the sense of muscular feeling, such for instance as the appreciation of weight, etc.

Such lessons, if properly given, are of the highest interest to the scholars, and not only is each sense cultivated, but the general power of judgment as well. Repeated observation has taught the child that all objects seen can be, and should be, compared to some familiar standard; and that only by so doing can a fair idea of their relative values be obtained.

The training of the judgment must naturally begin by a comparison of objects with which the child is familiar, and in which he takes some interest. In fact the more they interest him, the more profitable the lessons will be. After some experience with familiar objects, unfamiliar or abstract ones may be taken, their difficulty increasing by regular gradations until we come to such complex cases as the relative goodness or badness of some supposed action. By such steps it will be found an easy matter to give almost any child a sound judgment, and surely, when we look at humanity as it exists to-day, we must agree that such an end is a consummation devoutly to be wished.

The Pilot of the New World.

A MEMORIAL OF SEVILLE AND GRANADA.

By FLORENCE A. BLANCHARD.

What was the ancestry of Columbus? When was he born? Name the towns which have claimed the honor of having been his birthplace. Locate each and state their claims. Which claim is recognized? After Genoa, which town has received the best recognition? When did Genoa recognize the honor granted her? How?

From the earliest times Genoa has been famous as a seaport. Her external history has been varied. She participated in the crusades and secured to herself a busy trade with the Levant. Her settlements extended all along the shores of the eastern Mediterranean. The rivalry of the Genoese and the Venetians was a fruitful source of wars and feuds during the 12th and 14th centuries. They were terminated by the decisive victory of the Venetians in 1380.

The internal history of the city was no less chequered than the external. The party conflicts between the Ghibellines and the Guelphs were fierce and bloody. In the midst of such confusion was the discoverer of our country born. During the younger years of Christopher's life, his father lived in the Vico Dritto Ponticello, No. 37. (See illus.) It is an unpretending stone house with green shutters, not distinguishable from the other houses, save by the inscription which the city placed over the door when the estate was purchased by it in 1887. This inscription records the associations of the spot. The house lies in the older part of the town and from whichever direction you seek it, you must thread your way through dark, narrow, ill-smelling streets, which run up hill and down. The beautiful bay of Genoa, with the deep blue Mediterranean, lies stretched out near at hand.

In the center of the plaza Acquaverde, surrounded by palm trees, rises the statue of Columbus. The pedestal is adorned with ships' prows. The statue leans upon an anchor. At its feet kneels the figure of America. The surrounding allegorical figures represent Religion, Science, Geography, Strength, and Wisdom. Between these are reliefs from the history of Columbus, with the inscriptions: "A Cristoforo Colombo la Patria," and "divinato un Mondo lo arvinse di perenni benefizi all' antico," 1862.

The city has few memorials of Columbus. In the municipal palace facsimiles of his letters are displayed, but the originals are kept out of sight, safely locked. There is good reason for this care, as an American woman who obtained permission to copy one of the letters a few years ago tore off one corner of it. Naturally, the Genoese decided that the originals must not be shown. In the large council chamber of this same palace are mosaic portraits of Columbus and Marco Polo, interesting both from their fine workmanship and their evident likeness to the individuals portrayed.

What men made the age of Columbus remarkable? How? By whom was modern art represented? Why were books of travel eagerly sought? What adventurers returned from the East? What stories did they tell? What Italian cities commanded the commerce of the Mediterranean? How was the journey east made? What was the great problem of the age?

Describe the seafaring life of those days. What did a commercial expedition resemble? How did the maritime merchants often travel from port to port? In what repute was piracy held? By whom were Armadas fitted out?

What were the educational advantages of Columbus? When did his nautical life begin? With whom did he make his first voyage? Describe the character of his captain. What was the mission of the expedition? What did Columbus know about maps and charts?

What were the nautical beliefs of his day? Who called in the aid of science to dispel these errors? How? Name five great results.

Why did Columbus seek Portugal? When do we find him in Lisbon? What relatives had he in that city? How was he benefited by his marriage there?

What were his theories? How was his faith strengthened? What were the most westerly lands known then? What was the Sea of Darkness? What desire was often on the lips of the discoverers of the 15th century? What made them easily forget their desire? Why?

How did King John regard the plan of Columbus? To whom did he refer it? What was their reply? What did the king then do? What was the result of his treachery? Why? How did Columbus spend his time in Portugal? When and how did he leave Portugal? Why? Who went with him?

COLUMBUS IN SPAIN.

From what is the data of his first arrival in Spain gathered? How did he reach the country? What town was he seeking? Why? For what is that town noted commercially to-day? What was the opening scene of his career in Spain? Describe the situation of the convent? What is the derivation of its name? Whom did he meet during his stay at the convent? When was it ordered

that the convent should be preserved as a national memorial?

Through whose influence did he attempt to lay his plan before King Ferdinand? When did he leave Palos? Where was the Castilian court at this time? What was occupying the attention of the sovereigns?

How long did he remain in Cordova? Whom did he meet there? Who was the most important personage of the court? For what is Cordova distinguished? What was it called by the Carthaginians? By the Romans? Why was it half destroyed by Cæsar and 28,000 of its inhabitants put to death? Who rebuilt it? What was its importance under the Moors?



Where did Columbus meet the Council of Salamanca? Why was that particular convent of the university chosen? What did the learned men say to him? How many students had the University of Salamanca in the 14th century? How many has it to-day? What was the effect of the French invasion of 1812 upon the town? Name nine other university towns of Spain.

In the spring of 1487, Columbus left Cordova with the court, following the vicissitudes of that body for several years.

What prevented the sovereigns from attending to his wants? When was the final campaign for the conquest of Granada? Where was the court at the time? There Columbus pressed for a decisive reply. What was it? From whom did he then seek patronage? Why did he not secure their aid? How many years had he been importuning the king for a reply?

Why did he go to La Rabida before starting to Paris for aid? Who made him delay his journey to that city and why? What was the result? When did he reach Granada? Describe that memorable surrender? By whom was the Christian flag hoisted? Where? How long had the Moors held the city? Where was the first mass said after the conquest?

What caused the negotiations between Columbus and Ferdinand to be broken off? Where was the court staying at that time? For what city did Columbus set out? For what purpose? How was he called back? Where was he overtaken? How many articles of agreement were drawn up? By whom? What were they? When and where were they drawn up? By whom were they signed? By whom was the money advanced? How did Ferdinand indemnify himself a few years later? To whom did Isabella and Ferdinand give Columbus letters? Why?

Why was Palos chosen to furnish the fleet? When did Columbus set out for that town? How many years had he waited to prepare his fleet? How old was he now? What had he suffered through this long period of waiting? What lesson may we learn from these years of his life? Where were the people of the town assembled while the notary read the royal commands laid upon them? How were those commands received? What navigators helped to straighten matters? How many ships were fitted out? How long did it take to prepare them? Name them? Illustrate and describe them. Which was his flag ship? What sort of a sailor did she prove to be? How many men were pressed into service? When did they sail from Palos?

Describe the many incidents of the voyage. What was his ob-

ject in steering for the Canary islands? What map did he have with him as a guide? Who gave it to him? When did signs of land appear? What were they? From which ship did the joyful cry of "land" ring? How and when did they take possession of the land? What land was discovered? What land did Columbus think he had discovered? Why did the country look so beautiful to him? How were they treated by the natives?

At what places did he stop on his return to Spain? Why was his return hastened? Where did he plant colonies? What intercourse did he have with the king of Portugal on his return? Why? How was he received at Palos? What other discoverers found shelter in this town? Where was the court of Spain at this time? Where did he wait to hear from his sovereigns? How was he received by them?

What diplomatic game was played by John and Ferdinand shortly after the return of Columbus? Who won? How was the matter settled? Where did Columbus make preparations for his second voyage? Whose enmity did he encounter there? Why? Why was the whole nation so much interested in his preparations? From what port did the second fleet sail? The third fleet? Give an account of those expeditions.

What caused the downfall of Columbus? Where and how were his last years passed? What were his last words? When and where did he die? How was his death regarded? What record was made in the official document of the town? Give an account of his last resting places. What three special attributes did he have that are necessary for success? What is one of the remarkable features in his history?

A MEMORIAL OF COLUMBUS IN SEVILLE.

Just under the shadow of the Giralda Tower in Seville is the famous chapter library of the cathedral—also called La Colum-bina—which Fernando, the son of Columbus, left to the canons. Among the treasures it contains is the manuscripts of Columbus' travels, containing notes written by himself. They are carefully kept in a cabinet. There is also a "Tractatus de Imagine Mundi" (Petri de Aliaco), his cabin companion during his eventful voyage; and a manuscript tract drawn up by him as he lay in prison to prove to the Inquisition that his discovery of the New World was predicted in the Scriptures.

The library is full of curious old books, maps, and globes, and the morning which we spent among them was one of the pleasantest of our days in Spain. Through the open windows the scent of the orange blossoms stole in just as sweetly as when the cleanly Moslem performed his ablutions at the fountain still playing in the court below.

Crossing this court of oranges, we entered the cathedral, one of the finest in Spain. A passing ray of sunlight fell upon the slab in the pavement which marks the tomb of Fernando. It is ornamented with carvings of ships and bears the inscription "A Castilla y a Leon Nuevo mundo dió Colon."

In 1513 Fernando had the body of his father removed from Valladolid to the Carthusian convent of Las Cuevas of Seville, and placed in the chapel of Santo Christo. That convent is now a porcelain manufactory, but the chapel has been preserved intact.

THE LAST RESTING PLACE OF FERDINAND AND ISABELLA.

It will be remembered that the illness and death of Isabella, in a great measure, were the cause of Columbus' never receiving the honors due him. In accordance with her desire she was buried in Granada—the choicest diadem of her crown.

"Let my body," said she in her will, "be interred in the monastery of San Francisco, in the Alhambra of the city of Granada in a low sepulcher, with no other monument than a plain stone and an inscription. But I desire and command, that if the king, my lord, should choose a sepulcher in any church or monastery, in any other part or place of these my kingdoms, that my body be transported thither, and be buried beside the body of his highness; so that the union we have enjoyed while living, and which, through the mercy of God, we hope our souls will experience in heaven, may be represented by our bodies in the earth."

In the center of the historic Capilla Real in the cathedral of Granada, are two magnificent sepulchers wrought in Carrara marble. On these are extended the marble figures of the Catholic sovereigns, and those of their next successors—their weak daughter Juana, and Philip her worthless husband. The sepulcher of Isabella and Ferdinand is ornamented at the corners with the four doctors of the church, with the twelve apostles at the sides. Ferdinand wears the riband of the Garter, Isabella the cross of Santiago. Their faces are portraits; their costumes very simple.

For a few centimos the sacristan raised the grating and we descended into the vault below. It is a small place, as Charles V. said, for so much greatness. The royal coffins are rude and misshapen, plain and iron-girt. They are five in number; those of Ferdinand and Isabella, Philip I., Juana, and their son, Prince Juan—but they are genuine, the ashes of the royal conquerors never having been disturbed.

The royal chapel is adorned with effigies of the king and queen, while below them in singular painted carvings, is embodied the

absorbing policy for which they both lived and died—the conquest of the Moor, and the conversion of the infidel.

Among other relics which the sacristan showed us, are the identical royal standards used at the conquest of Granada, and the sword of the king with a singular semicircular guard.

Note.—Edna Dean Proctor's poem, "Columbia's Banner," should be committed to memory.

The Ode for Columbus Day.

COLUMBIA'S DAY.

"Gold helping me," cried Columbus, "though fair or foul the breeze,
I will sail and sail till I find the land beyond the western seas!"
So an eagle might leave its eyrie, bent, though the blue should bar,
To fold its wings on the loftiest peak of an undiscovered star!
And into the vast and void abyss he followed the setting sun;
Nor gulfs nor gales could fright his sails till the wondrous quest was done.
But oh, the weary vigils, the murmuring torturing days,
Till the Pinta's gun, and the shout of "Land!" set the black night ablaze!
Till the shore lay fair as Paradise in morning's balm and gold,
And a world was won from the conquered deep, and the tale of the ages told!

Uplift the starry Banner! The best age is begun!
We are the heirs of the mariners whose voyage that morn was done.
Measureless lands Columbus gave and rivers through zones that roll,
But his rarest, noblest bounty was a New World for the soul!
For he sailed from the past with its stifling walls, to the future's open sky,
And the ghosts of gloom and fear were laid as the breath of heaven went by;
And the pedant's pride and the lordling's scorn were lost, in that vital air.
As fogs are lost when sun and wind sweep ocean blue and bare;
And freedom and larger knowledge dawned clear, the sky to span,
The birthright, not of priest or king, but of every child of man!

Uplift the New World's banner to greet the exultant sun!
Let its rosy gleams still follow his beams as swift to west they run,
Till the wide air rings with shout and hymn to welcome it shining high,
And our eagle from lone Katahdin to Shasta's snow can fly
In the light of its stars as fold on fold is flung to the autumn sky!
Uplift it, youths and maidens, with songs and loving cheers;
Through triumphs, raptures, it has waved, through agonies and tears.

Columbia looks from sea to sea and thrills with joy to know
Her myriad sons, as one, would leap to shield it from a foe!
And you who soon will be the state, and shape each great decree,
Oh, vow to live and die for it, if glorious death must be!
The brave of all the centuries gone this starry flag have wrought;
In dungeons dim, on gory fields, its light and peace were bought;
And you who front the future—whose days our dreams fulfill—
On Liberty's immortal height, oh, plant it firm! r still!
For it floats for broadest learning; for the soul's supreme release;
For law disdaining license; for righteousness and peace;
For valor born of justice, and its amplest scope and plan
Makes a queen of every woman, a king of every man!
While forever, like Columbus, o'er Truth's unfathomed main
It pilots to the hidden isles, a grander realm to gain.

Ah! what a mighty trust is ours, the noblest ever sung,
To keep this banner spotless its kindred stars among!
Our fleets may throng the oceans—our forts the headlands crown—
Our mines their treasures lavish for mint and mart and town—
Rich fields and flocks and busy looms bring plenty, far and wide—
And statelier temples deck the land than Rome's or Athens' pride—
And science dare the mysteries of earth and wave and sky—
Till none with us in splendor and strength and skill can vie;
Yet, should we reckon liberty and manhood less than these,
And slight the right of the humblest between our circling seas—
Should we be false to our sacred past, our fathers' God forgetting,
This banner would lose its luster, our sun be nigh his setting!
But the dawn will sooner forget the east, the tides their ebb and flow,
Than you forget our radiant flag and its matchless gifts forego!
Nay! you will keep it high—advanced with ever-brightening sway—
The banner whose light betokens the Lord's diviner day—
Leading the nations gloriously in freedom's holy way!
No cloud on the field of azure—no stain on the rosy bars—
God bless you youths and maidens, as you guard the Stripes and Stars!

—Edna Dean Proctor.

Editorial Notes.

A prominent member of a city board of education, in criticising the overwork and tedium of the schools said in a recent address: "It is no wonder that many of the children prefer working in factories to the misery of the schools." This is surely an exaggerated statement. Are there pupils so burdened by their book studies and nauseated by the humdrum of our proudest institution that they *prefer*, after trying it, the weary droning of machinery and the monotonous labor of the factory hand, during long hours of confinement, to the life and activity of the child's natural growing-place? If so sad a condition obtains anywhere, it must be under the rule of politics whose representatives appoint faddists by mistake for teachers.

Looking over some old school reports we came across the following words of Supt. F. R. Feistshanes, of Springfield, Ill., which are as valuable and timely now as they were years ago. They were written in reply to the oft-repeated question of earnest teachers, "How Shall I do Good Work?" This is the answer: "Be ever growing, ever keeping pace with the march of progress in the profession through constant study and systematic reading, combined with judicious application of educational principles. Do not be content to plod in ruts, but as broader, wiser methods are presented, prove them. Know all about your work you are able to learn; do all for your school you are able to do, realizing that teaching is a profound science, a divine art, to which the best energies of mind and soul should be consecrated. Make child nature your particular study; remember the schools are altogether for the children, and consider them as mental nurseries in which only natural, healthful growth is desirable. Avoid all hot-house forcing, but enable the child-plants to take deep root in good soil, and thereafter guard their growth that the processes of leaving, branching, and blossoming may proceed under the most favorable circumstances. Work patiently, reverentially, hopefully."

The Chicago board of education decided that clay modeling and paper folding wasted time. It now seems that an education of the eye, such as is given in the kindergartens to little children, is of great value to girls that have to earn a living. Nice color perception is absolutely necessary to girls that make artificial flowers, in feather work, and in silk matching. The *Sun* says the difference between mere mechanical skill and the highest development of needed faculties in these trades may eventually mean a difference of \$25 a week in wages, for the poorest workers receive less than \$10 a week, while the best, who rise to be forewomen, may earn more than \$30.

A correspondent at San José, Cal., promptly conveyed to THE JOURNAL notice of the late death of Prof. C. H. McGrew. Do the readers of THE JOURNAL know that death notices of teachers are rarely sent to educational papers? It is a painful fact, and shows how far the teaching force is from being a profession. A case is remembered where the widow of a teacher of eminence when appealed to for a notice of her husband's life merely gave date of birth and death! When the teachers pay some respect to each other they will receive more from the public, and not till then.



Elmer E. Brown.

Dr. Elmer E. Brown, professor of the department of pedagogy in the University of California, is a native of New York, having been born at Kiantone, near Chautauqua Lake, in 1861. He received his earlier education in the public schools of Illinois, took the high school course in the high school department of the Illinois state normal university and completed also the normal school course in the latter institution. After graduation he taught for several years in the schools of Illinois, and then was for some time assistant secretary of the Young Men's Christian association of that state. He then entered the University of Michigan. After receiving his A. B. at Ann Arbor, he studied in Germany and in 1890 received the degree of Ph. D. at the University of Halle. The next year he was principal of the high school at Jackson, Mich.; the year following, acting assistant professor of the science and art of teaching at the University of Michigan, taking the place of Professor B. A. Hinsdale during the professor's absence in Europe. From there he was called to his present position in the summer of 1892.

Professor Brown is a member of the Herbart club and one of the translators of Dr. K. Lange's monographic studies on "Apperception." He has made careful physiological investigations of the problem of concentration in instruction. Some of the results of a work carried on under his direction to determine the direction of children's interests at different periods of their school life will be presented in the next number of THE JOURNAL. All these researches indicate that in pedagogics Professor Brown is building on a sound Herbartian basis, although he says in a letter to the editor received some time ago, "I see I am referred to in a recent number of THE SCHOOL JOURNAL as 'a thorough Herbartian.' That is a designation that I cannot justly claim. I am free to own that I am more indebted, for constructive educational ideas, to the Herbartian writers than to those of any other pedagogical school. But the Herbartian psychology, suggestive and valuable as it is on many points, does not satisfy me. The problem of American pedagogy seems to me to mean a good deal more than the mere problem of adapting Herbartian ideas to American conditions. I will not take your time to enlarge upon this; you will, I think, understand that I cannot fairly be called a 'thorough Herbartian,' if I can be called a Herbartian at all, in the ordinary sense of the word. I try to make plain to my class in the theory of education what part we may fairly expect Herbartianism to play in the development of our educational theory."

Professor Brown's pedagogical work in the university has to do in a general way with the history, theory, and organization of education, including a certain amount of carefully correlated child study. But the line in which he is especially engaged is the study of secondary education, and that is, in a sense, his pedagogic specialty. Two bulletins prepared under his direction on "The Literature of Secondary Education in America" show a careful and comprehensive survey of this special field. A fuller account of the pedagogical department was published in a recent number of the *Educational Review*.

Among the published writings of Professor Brown, besides contributions to educational journals are a German dissertation on "The Relation between State and Church," a number of bulletins to students of pedagogy, and a valuable treatise on "Democracy in the University," written in competition for the R gent's University Extension prize awarded in 1891. A very suggestive article on "Observations of Schools and Teaching" is printed in the present number. The results of a study of children's interests in stories made under his direction will be published in a later issue.

By THE EDITOR.

Supt. Lawton B. Evans, of Augusta, Georgia, an abstract of whose address at the Asbury Park meeting of the N. E. A. on "Needed Improvements in City Schools" is printed in the present number, is one of the young superintendents of our Southern cities. Though but thirty-two years of age he has been superintendent at Augusta for twelve years, and has built up a school system of 139 teachers and 7,000 school children. He is a native Georgian, and was graduated with the degree A. M. at the University of Athens when but 18 years of age, being the youngest of that degree ever leaving the university. He at once began teaching as principal of the boys' school in Augusta and was elected superintendent of that school system a year before he became of age. When he assumed control, the system had only 60 teachers and 2,500 pupils. During the first years of his work he contributed a "School History of Georgia" to the literature of the state that was very favorably received. In 1890 he was elected president of the Georgia state normal school, located at Athens, which position he holds in conjunction with the superintendency at Augusta, the state normal school having but a three months session each year, and that in the summer months.

Supt. Evans' address before the Department of Superintendence at Richmond last February on the "South and its Problems" was widely commented upon, and declared one of the best papers of that meeting. Dr. William T. Harris spoke of it at the time as "a noble address that ought to have been read the first day." Mr. Evans is one of the few Southern men who are regular attendants upon the meetings of the Department of Superintendence and of the National Association.

At this writing, there is scarcely a school in America, even the remote school of the mountain or prairie, but has heard of the war between Japan and China? What is this war waged for? This is a question of supreme importance. We must bear in mind that Japan is the representative in eastern Asia of western ideas and culture; she determined many years ago not to be Japanese but Aryanese. Adopting the customs and ideas of the most advanced nations in the West, she has come to feel that she has a mission; this war with China is an expression of her belief that she has a mission in the East; it is not for territorial aggrandizement.

China has had a suzerainty over Korea; being a near neighbor of Korea, large commercial interests have arisen between her and Japan. China has in various ways attempted to destroy the influence of Japan, and to destroy her commercial rights. In doing this the independence of Korea was overlooked; in fact, China destroyed her independence. Japan sympathized with Korea, and determined that Japanese and not Mongolian civilization should prevail at the East. The war is really an effort then to substitute Aryan ideas for Mongolian; it will decide whether human progress shall be the law in the East as it is in the West. It means more than the emancipation of Korea; when this war is over China will have to move from her old moorings. It is really a war for a higher stage for humanity in the East. That the war has arisen over Korea is a mere incident; it is the effort of Japan to spread the civilization which she has adopted. The only question that other nations will raise is, can Japan force the vast Chinese nation to throw off Mongolian stupidity, wretchedness, ignorance, and degradation, and adopt the civilization which has brought her such great advantages?

The London *Journal of Education* referring to Rousseau and his 'Emile' and Horace Mann: *His Life and Educational Work*, by Ossian H. Lang, the two most recent additions to E. L. Kellogg & Co.'s series of Teachers' Manuals, says:

These are fifteen-cent books giving in a small compass the ideas of the great educational reformers. The plan is decidedly good and the execution is good. No one could spend an hour reading these booklets without getting in touch with the great distinctive principles associated with these names, and without the likelihood of being led to a desire to get a more detailed and intimate acquaintance. That Horace Mann is here declared to have been the first to announce it the duty of the state to maintain schools for the education of all the people, no one will, on reading this monograph be in doubt; still, whether in fact others long before him, in Europe, had not hit on the idea, is another question.

Here is a problem for students of the history of education. Has there been any educator in Europe, before Horace Mann, who advocated the idea of "the *Obligation of a State*, on the great principles of law and natural equity, to maintain *Free Schools for the Universal Education of its People*?" The public schools that Horace Mann demanded should be *free to all*, and that all includes people of all nationalities and religious beliefs, all who live in the domains of the state. Who has investigated the point at issue?

State Supt. Schaeffer, of Pennsylvania, has issued a bulletin urging teachers to adopt a suitable program for the exercises on Arbor day, October 19. Some very practical suggestions concerning the planting of trees are added. He says the young people should know that it is best to plant native trees, as they are more likely to thrive; that the elm tree does best in damp soil and the sugar maple in richer, drier soil, and that it is better to plant these trees than it is to plant the short-lived horse chestnut or the fragile silver maple.

New York City.

The trustees of the Cooper Union have started a free evening school in architectural drawing for women, to which admission may be had by calling upon, or writing to, the secretary of the institution.

The School of Pedagogy of the University of the City of New York opened last Saturday in temporary rooms on the first floor of the new building now being constructed on Washington square. Perhaps the strongest class of students in the history of the school were enrolled. Students have come from Colorado, Michigan, Mississippi, Florida, Kansas, Indiana, Wisconsin, and nearer states. Further enrolment will be made on Saturday, Oct. 6, at 10 A. M., when the regular lectures will begin. Seminary work will begin on the following Monday.

The board of education estimate their expenses for 1895 at \$5,144,676.82 and ask the board of estimate for the same. This is an increase of over half a million dollars.

C. H. McGrew.

A letter from California brings the sad news of the death, on Sept. 15, of Prin. C. H. McGrew, of the California School of Methods for Teachers and Kindergartners, at San José. He was one of the most advanced educational students on the Pacific coast. On the day of his burial the public kindergartners of San José as well as the State Normal school were closed and the flags were at half mast. The educational institutions of central California were all represented at his funeral.

The funeral services were simple, but impressive. Dr. David Starr Jordan, president of Stanford university, read a letter from Prin. J. B. McChesney, of the Oakland high school, who was obliged to be absent. Mrs. Sarah B. Cooper gave an eulogistic address, after which she offered a prayer. She also conducted the interment services at the cemetery.

The remains were carried from the house through an open way formed of young lady graduates who were pupils of the deceased. Dr. David Starr Jordan, and Principal C. W. Childs of the State Normal school were among the pall-bearers.



C. H. McGrew was born near Sigourney, Iowa, 1856, of Scotch Presbyterian and Quaker ancestry. His early education was received in a log school-house. Completing a high school course, he began life at eighteen as a district school teacher, at twenty he entered the Iowa state college of science and letters and graduated at the head of his class. While principal of a graded school in Illinois, he was elected county superintendent of his native county. As superintendent he conducted a series of institutes for the teachers; changed the county institute into a normal training school with a four years' graded course of professional study; and was the first superintendent in Iowa to adopt a plan of graduation from the normal institute, thus giving a trained class of teachers to the common schools.

In 1884 he returned to college and completed a post-graduate course in psychology, science and art of teaching, and kindergarten methods. In 1886 he went to California and there he devoted himself to the new education, both as professor of psychology and pedagogy in the University of the Pacific, and as institute conductor.

He organized the California summer school of methods, and conducted the first series of pedagogical institutes ever held in California. His aim was to make teaching a profession, and he held that every college should have a chair of pedagogy, and that teachers' training colleges are our greatest needs.

(OTHER NOTES ON PAGE 294.)

The Educational Field,

- I. SCHOOL LAW AND RECENT LEGAL DECISIONS.
 II. BOARDS OF EDUCATION AND SUPERINTENDENTS.
 III. PUBLISHERS AND AUTHORS OF EDUCATIONAL BOOKS.

- IV. SCHOOL EQUIPMENT.
 V. SCHOOL BUILDINGS.
 VI. EDUCATIONAL MISCELLANY.

School Law.

By R. D. FISHER.

EXAMINATION AND LICENSING OF TEACHERS.

In our initial article we gave a legal definition of the word "School," and followed with brief digest of decisions defining the required qualifications of a teacher. At this particular time teachers have either passed or are about to pass the statutory examination to evidence their capacity to teach in the respective states of this country. These examinations are more or less rigid and exacting according to the advancement of the commonwealth wherein conducted. No state in the Union employs teachers without some form of examination to test an applicant's qualifications. The branches of study required to be taught and the mode of conducting an official examination vary somewhat. It may be taken as a general rule that the more advanced the commonwealth is, the more rigid and exacting the examination of teachers. That many applicants fail at these crucible tests, and that favoritism is practiced is scarcely deniable. In this article the purpose has been to gather the results of the numerous appeals to the courts and higher authorities growing out of the system of examinations.

RIGHT OF APPEAL.

If an applicant for a license through examination is not satisfied with the standard accorded him by the examiner, he has a right to appeal to the highest educational authority (usually the department of public instruction); and, if on the other hand, any patron citizen of the public schools thinks that a teacher has been too liberally favored, the same right of appeal exists in such patron as in the applicant for license. An examiner or county superintendent may refuse to examine or license a teacher whom he knows to be incompetent from any cause to teach. There are three ways that such knowledge may be brought to him: 1st. From personal visitation and inspection of his school work. 2d. From statements made by those in a position to inspect such work, and 3d. General reputation.

These are general propositions of the law governing examinations and form the basis for nearly, if not quite, all the appeals prosecuted by dissatisfied applicants.

REVOCATION—TRIAL.

The general rule of law concerning examination and licensing teachers throughout the states authorizes the proper authority to revoke licenses once granted either by such official or his predecessor for incompetency, immorality, cruelty, or general neglect of the business intrusted to him. Such revocation shall terminate the holder's employment in any school in which he may have been employed. The mode of procedure is set out in the school laws of the various states and as a whole differs very little from the following: (a) An examiner, superintendent, or school board may act upon his or their own knowledge, or may proceed upon petition of patrons. A record with charges and specifications should be made out, and a copy thereof furnished to the teacher, citing him to appear at time and place in defence of the charges. His answer and evidence should be made a matter of record, together with the finding of the official setting in judgment. (b) In case of petition for revocation by patrons, if the complaint is frivolous, it should be dismissed. A simple petition is insufficient. Definite charges and specifications should be filed with it. Thereupon all parties interested should be notified of time and place of trial. An accurate record of the proceedings and evidence should be preserved for use in case of an appeal to the higher educational authorities or to the courts.

A certificate of a successful examination is only the evidence of a license. *That license is a vested right.* The holder acquires a proprietary interest in it. It is in every sense property. No holder of such license should be deprived of it without an opportunity to answer charges that may be lodged against him. There is no legal distinction between the granting of a license to teach and the act of issuing a certificate of that fact. The terms are convertible, and the licensing implies the issuing to an applicant of a written permission or authority to teach in a given jurisdiction. So held in the appeal of *Elmore v. Overton*, Ind. S. C. (see 104, Ind., 548.)

Where an act authorizes the granting of licenses, but provides that they may be revoked at the pleasure of the authority granting them, a license granted under the act is not such a contract between the state and the individual that a revocation of it deprives the license of any property, immunity, or privilege within the meaning of the constitution. (See *Commonwealth v. Kinsley*, 133, Mass., 579.)

In Minnesota, the law (c. 17, 1879) provides that a common school district shall hire "such teachers only as have certificates of qualification." A contract to hire a teacher not having such certificate is void, and in an action on such a contract, the appellate court held that it was necessary to allege that the teacher had a valid license, that the same had not been revoked by the proper authorities. An allegation that the parties "entered into an agreement in writing" implies compliance by the district with the statutory direction. But if one of the contracting parties was incapable of contracting by reason of his license having been revoked such contract was null and void from the beginning. (See *Ryan v. School Dist.*, 27 Minn., 433.)

WITHHOLDING TEACHER'S LICENSE.

A superintendent of county schools, an examiner or a board of education whose duty it is to examine and pass upon the qualifications of teachers by whatever technical or crucible mode provided by law, are not judicial officers as to the licensing of teachers, but are invested with a discretion so analogous to a judicial discretion that he or they are not liable in damages for mere mistake or error in judgment in granting or withholding a teacher's license; but where he or they act maliciously in withholding a license from an applicant lawfully entitled to receive the same, such officer or officers are liable. It is a well settled rule of law that where the departments of government are separate and distinct, a county superintendent or board of education cannot exercise judicial powers. The power to accept or reject an application for license to teach under the statute is not a judicial one, although it may involve some exercise of discretion. (See *Elmore v. Overton*, 4 N. E. R., 197.)

It is often claimed that a county superintendent of common schools, in passing upon the evidence offered in support of the moral character of an applicant for a license as a teacher, as well as judging of his qualifications and fitness, acts either judicially, or to such an extent quasi-judicially as to entitle him to the same immunity against a civil action for an erroneous or false judgment as that enjoyed by a judicial officer. In such respect, a county superintendent occupies a similar, and generally analogous, position to that of an inspector of an election, who cannot be made responsible for a mere error in judgment in rejecting a ballot, but he may be required to answer in damages for maliciously rejecting the ballot of a qualified voter. (See *Rail v. Potts*, 27 Tenn., 226.)

While, therefore, the non-liability of a grantor of licenses for a mere error in judgment in refusing to grant a license to an applicant who desires to become a teacher is fully conceded, he cannot escape liability for maliciously withholding a license from an applicant lawfully entitled to receive such a testimonial of his qualifications. This conclusion is supported by the very decisive weight of authority in analogous cases appealed to a final hearing in the higher courts of the land.

REMEDY—COMPELLING PERFORMANCE OF DUTY.

Mandamus is an extraordinary proceeding. Its power, however, may be invoked by dissatisfied claimants for a license. The right to a writ of mandamus to compel a county superintendent to issue a license, depends upon his legal and statutory prescribed duty, and not upon his doubts; and while his duty is clear, its performance will not be excused by his doubts or hesitation concerning it, however strong or honest they may be. (See, *State v. Tarpin*, 43 Ohio St., 311.)

Foreign Notes.

Eighteen boys of the high school of Tarnopol in Galicia have been prosecuted for high treason. It appears that a secret society was recently discovered, composed of some seventy high school boys, the object of which was the separation of Galicia from the Austrian empire and the establishment of an independent Polish kingdom. The boys met regularly an hour before school, to deliver speeches attacking the Emperor and the Pope, and this has resulted in unlooked for trouble.

A woman on the island of Islay, Scotland, who has a sick mother and three children to support, was recently summoned before the sheriff's court for neglect to send her eldest child, eight years old to school. She was fined, but as she was unable to pay the fine, she spent three days in jail, and on her release walked home eighteen miles and found her mother dying of neglect.

Boards of Education.

Utica, N. Y.

(Mr. Charles H. Searle, chairman of the committee on teachers, made a report that stamps him as a man of broad and intelligent views on education; we print extracts that meet the objections made by some of the Utica papers that residents of Utica should have the places in the schools. If there were more such men!)

It is pretty generally understood that for some time prior to the spring election of 1890, appointments for merit were practically unknown. At that election the people, thoroughly awakened by the press, emphatically condemned the course that had been pursued, and gave their command as clearly as possible, that appointments should thereafter be made on merit, and on merit alone.

In August, 1890, applicants for positions were subjected to an examination, and all who attended were assured that appointments would be made on the standing attained, except that preference would be given to those having experience as teachers. Thirty-four candidates attended this examination. Of the questions, it is sufficient to say that they were intended to be, and were, at least as simple as those furnished in the uniform examinations by the state. Of the thirty-four who attended the examination not one attained seventy-five per cent. in arithmetic, geography, and grammar, and only four attained sixty per cent. in these subjects. Of this class the six standing highest, of those having experience, were appointed, and before the end of the year three more were added.

At the examination in 1891 there were thirty-two. One got seventy-five per cent. in arithmetic, geography, and grammar, and six got sixty per cent. From this class eight were appointed.

In 1892, thirty-two attended the examination. Not one got seventy-five per cent. in arithmetic, geography, and grammar; but nine attained sixty per cent. in these subjects. Out of this class eight were appointed.

In August, 1892, we organized a training class. Fourteen members entered it. Five of this class passed the uniform examination during the year, but only four graduated, and these have been appointed teachers.

In this matter of the selection of teachers, public interest is, or should be, very great. No other duty so sacred and so important rests upon this generation as the education of the next. Whether the pupil is to become ambitious, industrious, law-abiding and successful, a support to society and the state, or whether he is to be a burden upon his family and the community, depends in large measure on the turn that is given to his thoughts, and the aid or lack of it he receives while at school. It is not the city alone that is concerned. The proper care and management of our common schools are of the utmost importance to the state and the nation. From both aid is freely given, and it is upon the theory that the education of the people is our only guaranty of good citizenship, and that good citizenship is our only guaranty of good government.

We are not at liberty, therefore, to consider alone the interests of parents, or of taxpayers, or of pupils. All these have interests, but above and beyond them are the rights of the people at large, among whom these pupils are to mingle, contributing their share in forming the intellectual and moral character of the future.

What the school is to do for the young, how many it is to aid, and to what extent, depends upon the teacher. Everybody knows that there is a difference in the efficiency and usefulness of instructors. In no other profession are so many things necessary to success. No other profession is so exacting in its demands, and in no other profession are the results of failure so far-reaching, so serious, and so impossible to measure.

First, there must be education, the more broad and finished the better. Next comes the natural aptitude to hold attention, maintain order, create interest and impart instruction, to which should be added a thorough training in methods and all the arts of pedagogy calculated to make study a pleasure instead of a task. Then there must be courage, patience, self-control, and at all times the fullest sympathy with child nature manifest in every act, and never doubted. There are those who possess all these qualifications, and they are the ideal teachers. There are those who possess a part of them only, and these are, of course, less efficient; and there are those who possess in completeness none of them, and it is evident that these give but comparatively little aid to the pupil. Which class shall boards of education employ? To give a place to a poor teacher when a good one is obtainable, is clearly to pursue some other object than the one set before us. Only the unthinking or the vicious would advocate such action or even defend it. The consequences of accepting anything but the best cannot be estimated. The teacher has forty pupils. Many of them come from homes of the poor; some of them from haunts of vice. The latter are peculiarly the wards of our free schools. All that they are to get that is elevating is to come

from the teacher. At home, all is darkness; nothing in its association or companionship to teach or inspire. For these the school life is the awakening of mind and conscience, if there ever is such awakening. It begins at five or six and ends at twelve or fourteen. Is not the period short enough for the great work to be accomplished? Who would make an hour of it profitless, or less productive than it ought to be? Against the pretended right of any person to be employed, I put the real and the supreme right of these forty pupils to the best instruction.

Appointments of non-resident teachers by this board have been criticised by some of the newspapers, not because we did not get the best, nor on the assumption that those who offered themselves here were competent; but on the single ground that we should employ residents, qualified or not. One of the critics put the demand in this form, and it fairly and substantially represents all objectors: "Every expedient should be resorted to, to give the places in our schools to resident teachers. When a community gets to the point of excluding what is better than it has, in any class of its intellectual workers, it has reached a condition of egotism, ignorance, and stupidity too low for contempt."

With those who advocate this policy in our schools the rights of the children count for nothing; the rights of those who pay taxes to the legitimate returns—security to property and to government count for nothing; the rights of the next generation to intellectual and law-abiding citizenship count for nothing. All these vast interests, the only ones contemplated in the establishment of free schools, all are to be ignored, and for what? That appointments in the schools may be added to the spoils of politics. Not a dollar of money, whether it comes from the city or state, is put into our hands for any such purpose. And every dollar expended otherwise than for the greatest good of those whose education is entrusted to us is misappropriated.

It is humiliating that any newspaper, or any person, big or little, in the city should make complaint because we require qualifications for teachers, as high as those required in the other cities and villages of the state.

In conclusion let me say that, at the beginning and end of all discussion of this subject, we face this question: "What are common schools maintained for? If they are maintained to provide lucrative positions to be distributed as favors,—then residence, religion, politics and social standing may each have weight when appointments of instructors are being considered. But if the schools are maintained to diffuse intelligence, lay the foundations of manhood and womanhood and insure constant improvement in intellectual and moral conditions,—then the single thing to think of, measure, weigh, and compare is *efficiency*."

Cambridge, Mass.

Cambridge, Mass., has reasons to be proud of its school committee and superintendent. Probably in no other city are the schools better administered. The *Cambridge Tribune* writes:

"Cambridge is having its full share in the changes from the old to the new methods of education. * * * The present is a time of remarkable transition in educational methods. In no other part of our common life has the modern scientific spirit been so cordially welcomed and used to such good advantage as in the administration of our public schools. * * *

"Here, however, the best conditions prevail. We have an exceedingly intelligent school committee, each member of which—with hardly an exception—is selected because of his or her special qualifications for the work of the board. We have a superintendent who, with a long experience in the old methods, has always been marked as a progressive one, and whose mind is open to new ideas, and able also to contribute not a few in the discussion of the new methods, and we have a corps of teachers who are not only faithful—that is no longer, of itself, sufficient—but generally responsive to the new educational spirit."



GEOGRAPHY CLASS IN SILVER SCRAPER GULCH.

Teacher.—Jim, come out here and show on the map where the city of Washington is.

Jim.—Neuer you mind. I needn't come out. (Bang!) There it is.

Teacher.—Good. Struck it just right.



J. Edward Swanstrom.

J. Edward Swanstrom, president of the Brooklyn board of education, who has recently stirred up matters in Brooklyn, was born in the city of Brooklyn on the 26th day of July, 1853. He is the son of the late Rev. John P. Swanstrom, the well-known clergyman and philanthropist, who was a native of Sweden, and devoted his entire life after coming to this country to working among his people, and was known throughout the United States and all the Scandinavian countries.

Mr. Swanstrom studied law at the University of the City of New York, graduating in 1878 with high honors, and taking the first prize: whilst at the university, he was also a student in the law firm of Miller, Peet & Opdyke, now Bristow, Peet & Opdyke, of which Gen. Bristow, formerly secretary of the United States treasury is the head. On graduating, Mr. Swanstrom immediately entered upon the general practice of the law in all courts and in a short time had a large clientage as indicated by the number of cases he has had, and now has, in the Court of Appeals. Six years ago he was appointed a member of the board of education, and is now beginning his third term. He has always advocated all reforms and consistently opposed the introduction of politics in the board. Although conservative he is progressive in his views, as shown by his address on his election as president, which has been generally commended in high terms of praise by the press.

In his address he said that the 102,000 public school children of Brooklyn are overburdened with books, and have more studies than they can intelligently cope with, that they were dazed with the variety of subjects before them, and he called on the board to institute a radical revision of the entire public school curriculum:

"The school children," President Swanstrom is reported as saying, "have learned nothing thoroughly. The results, so far as training the powers of observation, the memory, the expression, and the reasoning powers are concerned, have been almost nothing. The demand is general that our course of study shall have in it more of substance and less of ornament."

As a result, Mayor Schieren asked seven public-spirited citizens to investigate the public school system of the city, and compare it with that of other cities.

JOHN E. MILLER.

Indianapolis Schools.

Mr. J. S. Menken, a member of the Memphis, Tenn., school board, who early in the summer visited the schools of Indianapolis, has given a review of his observations to the *Memphis Commercial-Appeal*. He says:

"What impressed me strongly was the underlying principle of their system, the theory of unification—combining several branches of knowledge in one lesson, showing the relations of one subject to another.

"Another notable feature was the able corps of principals and teachers who, for the most part, are not only graduates of the high schools, but have also obtained certificates from the city normal school, where a thorough course of pedagogics is taught.

"Mr. Jones, the superintendent, has plainly emphasized this point, that

teaching is one of the highest and most difficult of callings—no other art requires higher skill or deeper insight than the art of forming character. The best of teachers are necessary.

"Mr. Jones recognizes that the public, as a rule, take little or no active interest in their schools; that they do not carefully select the proper men for their school boards, nor co-operate with the board in helping to get sufficient money to supply the requisite number of desirable teachers, and the needs of the school-houses. To that extent only will the evils of our public schools disappear as the public comes forward and co-operates with the school board. The education of teachers is Mr. Jones' primary object.

"Besides the superintendent there is an assistant superintendent who makes it her business to have as thorough knowledge as possible of each school and each individual teacher. She meets the teachers one afternoon each week, to study for an hour, from 4:30 to 5:30, some great master work in education such as Froebel's 'Education of Man,' Rosmini's 'Method of Education,' and Emerson's 'Nature's Essays,' etc.

"What interested me most was the primary work, where the lessons are made highly interesting to the children. Their attention is secured in many ways through object lessons, so that gradually a development of their mental powers is secured and thinking becomes easy.

"In the primary grades plant and animal lessons are included, by which is implanted in the child a love for nature and sympathy for living things. Each child is required to write a short composition on what has been discussed and analyzed, all with the object of developing its power of observation and to think for itself. The children were free and unrestrained. They are taught that each is a member of a large family, not a penal institution, but a family of love and sympathy.

Detroit, Mich.

The arrest of school inspectors Julius C. Lichtenberg, James A. Walsh, Milo H. Davis, and W. C. Liphardt for accepting a bribe of \$25 each from Mr. L. E. Acherson, the agent for Southern Michigan of the Manitowoc Seating Company, has caused a sensation in school board circles. Mr. Pingree, Detroit's fearless mayor charged the individuals above named in open meeting of the board of education with the crime. "It is a terrible thing," he said, "a disgrace to the city and to the state that we have members on this board, supposed to be the most honorable board in the city, members who are receiving bribes and soliciting them, and I am sorry that I must say, quite a number will go to jail to-night. Those of you who have been receiving bribes of this kind should rise and tender your resignations before going to jail." As the guilty ones did not show any signs of following his suggestion, he continued: "There is no help for it; you must go to jail to-night. Is it possible that you have not enough respect left for your state, your city, and the people who elected you to resign? Haven't you got the manhood left to do it?" The four inspectors were sent to jail for the night, and next day were required to furnish \$5,000 bail.

Before leaving the meeting of the board the mayor declared that there were other members who ought to resign, as they, too, were guilty. "I will not go any further to-night," he concluded, "but, I am sorry to say it, there are others here who are as guilty."

Omaha, Neb.

Dr. A. P. Marble, until recently superintendent of the schools of Worcester, Mass., has been elected superintendent of the Omaha schools, to succeed Frank A. Fitzpatrick, resigned. The board of education in accepting the resignation of Supt. Fitzpatrick adopted the following testimonial:



FRANK A. FITZPATRICK.

"In taking this action we wish publicly to express our deep sense of his personal worth, his rare gifts of mind and heart, and his exceptional standing and ability as an educator. We wish to bear witness to his untiring and well-directed industry and his unflinching loyalty to the good of the schools.

"Under his wise guidance our schools have been built up and strengthened, and have made unprecedented growth along lines which lead to the truest and most patriotic citizenship, and to the broadest and best education our common schools can give.

"We deeply regret that he cannot longer continue to direct the work he has so wisely planned and well inaugurated, and while we can do no less than release him at his own request, the announcement of his resignation comes to us with a sense of personal loss, to which

is added a consciousness of loss to our schools and to our city."

In introducing his successor to the board Supt. Fitzpatrick said that Dr. Marble was one of the best and most thorough educators in the country and was the equal, if not the superior, of any man who had ever held the position of superintendent in Omaha.

It is to be regretted that an educator like Mr. Fitzpatrick, until recently superintendent of the Omaha schools, should leave the common school service.

Riding to School.

In the upper districts of New York where the schools are far apart the children ride to school. Not in street cars, but in omnibuses furnished by the city. One of these schools in the annexed district where stages are needed, is at Mount Hope, the other at Fordham. The children from Morris Heights are driven to Mount Hope and back again every day and an omnibus, or rather two, for they have one for boys and one for girls, carries the Williams bridge children to the Fordham school. It is a new thing, begun about four years ago at Mount Hope, and is most beneficial to the schools. There need be no fair-weather pupils, for there is no exposure on rainy days. Each stage holds about twenty pupils, and to avoid falling out, which may mean with one another or from the stage, the teachers take turns in



riding to and from the school with the children.

Formerly the stage driver would announce his coming by a blast from a big tin horn, but that is unnecessary, as the children wait for him, ready and eager for the drive. As soon as the teacher arrives, the stage starts, picking up children along the way, and reaches the school in good season.

This plan might be adopted to good advantage in the suburbs of other cities, and in the country. The cost of transportation in the country would be merely nominal, and regular attendance would be insured.



Every country school teacher has reason to dread the break in the studies made by unavoidable absences on stormy days, and at a very slight expense to the district school two or three school conveyances might carry all children who live at a distance.

Brief Notes.

Dr. McCullom, the city physician of Boston, does not favor the system of the cities or towns providing books for the pupils on the ground that there is danger of conveyance of diphtheria, scarlet fever, and all contagious diseases. School books, he says, may easily become receptacles of bacilli without anyone's knowing the fact. There is really no method of disinfecting books, have by intense heat, and that destroys the book as well as the

bacilli. The only way to get rid of the danger, hence, would seem to be to destroy at once books that have been in families where there has been any contagious disease.

Nashville, Tenn., will soon have a teachers' training school. A special committee has been appointed to prepare a plan of organization.

The school committee of Providence, R. I., reports that the disciplinary schools established a year ago are giving satisfaction. It is said: "Not only do these schools furnish great relief to the regular schools, but offer to such scholars as come under their control an opportunity to improve in character as well as in intellect. Through the personal supervision and tact of teachers employed in these schools, much good has already accrued."

The public school-house at Grays Plains, Conn., has not been opened owing to a dispute over the appointment of a teacher. An ex-member of the board claims that his daughter was made teacher for the coming year, while the rest of the board support Mr. George Winton. But what about the children? Who is looking after their interests?

The people of Grand Rapids, Mich., seem to be well satisfied with the school savings bank scheme, which was recently introduced in some of the schools. Several hundred of the neat folders provided by the Grand Rapids Savings bank, in which to paste the stamps have been called for.

Mrs. Dewey, superintendent of the North Adams, Mass., schools, has recommended to the school committee the addition of a business course to the school curriculum. The high school will soon have a chemical laboratory fitted to accommodate 25 pupils.

Mr. Patrick McGowan, for many years a member of the school committee of Portland, Me., died last month. The schools of which he was a supervisor were closed on the day of his burial.

The Boston school committee has become much disturbed about the present mode of distributing books which are often old and filthy, and pass from class to class, and from hand to hand.

In Buffalo, N. Y., the superintendent receives \$5,000 per annum.

Omaha, Neb., pays the superintendent of schools a yearly salary of \$3,600.

School Reports Received.

Los Angeles, Cal. Annual report of the board of education. The school property consists of 39 buildings valued at \$750,000.

Stockton, Cal. Annual report of the board of education. The school library is valued at \$3,529.00. Value of school property \$268,434.00.

Troy, N. Y. Annual report of school commissioners.

Cincinnati, O. Annual school report.

Indianapolis, Ind. Report of the Free Kindergarten and Children's Aid Society for the year ending April 19, 1894, and catalogue of the Indiana kindergarten and primary normal training school.

Philadelphia, Pa. Annual report of the superintendent of public schools for the year 1893.

Houston, Texas. Annual report of the public schools 1893-94. Total valuation of school property, \$237,175. Average daily attendance, 3,846 pupils. Number of teachers, 94.

Sioux City, Iowa. Annual report of board of education—Value of school property, \$724,000.

Central State Normal School, Lockhaven, Pa. Annual catalogue.

State Normal School, Bridgewater, Mass. Annual catalogue and circular.

State Normal School, Terre Haute, Ind. Annual catalogue. Library, 10,000 volumes

Carrollton, Ga. Annual report of board of education.

Portland, Oregon. Annual report of board of education.

Fort Smith, Ark. Course of study and syllabus work of Fort Smith public schools.

Newnan, Ga. Annual report of the public schools.

Richmond County and City of Augusta, Ga. Annual report of the public schools.

Slippery Rock State Normal School. Annual catalogue.

Big Rapids, Mich. First catalogue of the Ferris Industrial school.

Publishers of Educational Books.

Leach, Shewell & Sanborn.

This firm was established June 1, 1883, and consists of Orlando Leach, Thomas R. Shewell, and Benjamin H. Sanborn. All of the present members of the firm were connected with the old house



ORLANDO LEACH.

of Robert S. Davis & Co., whose books the present firm purchased. That firm had been doing business in Boston for about fifty years, and had a small list of books, mostly Greenleaf's Mathematics, out of which the founder had made an ample fortune. The present firm of Leach, Shewell & Sanborn, commencing business with the books of the old firm as a nucleus, has now a list of nearly 200 books, covering several departments of educational work, from the primary school to the university, and written or

edited by many of the leading educators of this country.

Notwithstanding such a seemingly rapid growth in number and kind of publications, they enjoy the reputation of being one of the most conservative houses in the trade—but it is a broad, liberal, and progressive conservatism, to speak almost paradoxically; a kind of conservatism that runs through and permeates all departments of their business in all its branches. They know that there is a to-morrow in the business as well as a to-day, and that there may be kinds and degrees of success that come too high.

When they began business they had little capital beside their knowledge of the business, their acquaintanceship and their energies. With these they have achieved a position in the business world and in the world of scholarship. To indirectly quote one member of the firm, one of their chief aims has been to publish only such books as would tend to raise in the minds of the educational public the presumption that whatever bears their imprint must possess a high degree of merit.

Their corps of agents are men who enjoy the confidence and friendship of the educational public to an unusual degree. They are all college graduates, and most of them have had practical experience as teachers, so that they combine the tact and sagacity of the successful business man with the knowledge of the successful educator. Wherever their business may call them they are sure of a cordial welcome.

This firm have regular established houses in Boston, New York, and Chicago, and the business and work of the different states are divided among and cared for by these three branches, to which the agents and depositories in the different sections of the country make their reports.

Among the popular books published by this firm are: Wells'

Mathematics, one of the most popular series of mathematics ever issued, Nichols' Analytic Geometry, and Osborne's Calculus. They also publish the Students' series of Latin Classics, in which series alone there are now out and under way more than forty books. The editors-in-chief of this series are Professors Pease, of Leland Stanford University, and Peck, of Columbia College, who have called around them a large force of able assistants representing the leading colleges and universities of this country.



BENJAMIN H. SANBORN.

In the Students' series of English Classics (twenty-four books), the firm have placed before the educational public some of the best of the English Classics, well edited, durably bound in cloth, and yet furnished at prices

but little more than are paid for other books in board or paper. In this series there are books of from 250 to 315 pages, bound in cloth, that retail at thirty-five cents.

Thus far the firm have kept entirely aloof from text-books in modern languages, but have some books in Greek of acknowledged scholarship and great popularity, for instance, Woodruff's Greek Prose Composition.

Among other books upon this list are Dr. G. M. Steele's Ethics, Economics, Psychology, and Outlines of Bible Study, Brand's Physiologies (of these popular books Leach, Shewell & Sanborn are said to have sold over 50,000 copies to a single state in a period of less than fifteen months), Tilden's Grammar School and Commercial Geographies, Southworth & Goddard's First Lessons in Language and Elements of Composition and Grammar, Gilbert's Spellers, with quite a respectable list of books for supplementary reading.

Birdseye Blakeman.

Birdseye Blakeman was born in Stratford, Conn., on the 25th of January, 1824, and died at Stockbridge, Mass., September 30, 1894. In his ancestry Mr. Blakeman represented the entire history of the town of Stratford. For six generations from the very first settlement of the place, commencing with the Rev. Adam Blakeman on his father's side and Deacon John Birdseye on his mother's, his ancestors in direct, continuous line lived in Stratford, and his own early life was passed there.

While yet in his teens Mr. Blakeman went to Bridgeport, Conn., and in 1843 he engaged in business, in that town, on his own account. From his earliest business life Mr. Blakeman was connected more or less directly with the book trade, the retail book business being an important part of his first commercial venture.

In 1844 he removed to New York and connected himself with one of the leading book publishing houses of that day, and his excellent judgment and sound sense marked him thus early as one of the rising men in the publishing interest.

Some years later Mr. Blakeman became associated in business with the late Smith Sheldon, and entered into partnership with him under the firm name of Sheldon, Blakeman & Co. He remained in this firm until the year 1863, when he entered the firm of Ivison, Phinney & Co., which soon afterwards changed to Ivison, Phinney, Blakeman & Co., then to Ivison, Blakeman, Taylor & Co., and finally to Ivison, Blakeman & Co.

In the spring of 1890 the school book interests of his firm were purchased by the American Book Company, and the firm of Ivison, Blakeman & Co. was dissolved on January 1 following. Upon the organization of the American Book Company Mr. Blakeman was chosen its president, and remained at the head of the company, in most active association with its management until the spring of 1893, when he declined a re-election unanimously tendered to him by the board of directors. Upon retiring from the presidency of the company Mr. Blakeman terminated fifty years of continuous and active connection with the school book interests of the country; and his life probably covered more completely than that of any other man then living the history of the growth and development of school text-book literature in the United States.

In politics Mr. Blakeman was a Republican, and in 1884 his name headed the presidential ticket as candidate for elector at large for the state of New York. He was a member of the Union League club, being active in its committee work and having been one of the vice presidents of that organization. He was also a member of the Chamber of Commerce, and of the New England society.

Mr. Blakeman's residence in this city was on east Forty-fourth street, and he also had a summer home among the most eligible places in Stockbridge, Mass. Mr. Blakeman always showed a warm attachment for the home of his New England ancestors, and a few years ago purchased a fine site in Stratford and erected thereon a building for a public library to cost above \$25,000. Speaking of this gift Mr. Blakeman once said that as his own family residence was in New York the continuity of the family residence in Stratford was broken off; and his gift was made with the hope that through the silent power of a public library an influence for good might be infused into the future life of the town that should be in accord with whatever had been of good report in the honored ancestry whose names he bore.

Among the qualities which especially marked Mr. Blakeman's business career may be noted remarkable quickness of discernment and accuracy of judgment; a fine consideration for all with whom he came in contact, especially his associates and employees; courage and steadiness in the support of men and policies to which he had committed himself. These qualities, mingled with a generous faith in human nature, made him strong as an associate and leader, and endeared him to every one who was brought into business or personal relations with him.

School Equipment.

Under this head are presented articles and notes on methods of school equipment, the latest improvements in teaching apparatus, and school and kindergarten supplies in general, heating and ventilating systems, text-book changes, new school books, etc.

Methods of School Equipment.

One great desideratum in the conduct of schools is their equipment. The manner in which this is secured is varied and it might be of interest to all educational workers to briefly consider the methods most generally employed.

In some instances the teacher or principal selects such material as may seem to him the best aid for the proper development of his school. But where a system of schools exists, as in the larger cities, when his whole time and attention is absorbed in the general management of his school, other methods are devised. For his relief the determination of the course of studies to be pursued, and selection of supplies to be used, as well as the general business matters pertaining to the schools rest upon a board of education. The members of such boards are sometimes elected by vote of the people and sometimes appointed; the latter seems to be most in favor as by this method the responsibility is fastened upon the appointing power and hence, as a rule, a more efficient board is guaranteed. As these men and women are drawn from different walks of life it is evident that their knowledge of school matters is limited, and as an advisor or connecting link between the board and the school—a superintendent is appointed, on whom devolves the labor of establishing and developing a system of education that will meet the wants of the times, and in connection with the board reduce this to actual practice. They jointly make selection of and determine upon supplies and method of using them and the principals and teachers are obliged to comply with their suggestions.

To illustrate let us take New York city as an example. Here the members of the board are appointed by the mayor. To the credit of the city it may be said, in passing, that the appointing power for years past has recognized the importance of the position and made his selections with a due regard for the fitness and capability of the appointees. After the organization of the board the school superintendent is elected and the presiding officer appoints the different committees required by the manual, among which are the committees on books, course of study and supplies. The gentlemen composing these committees are selected, as a rule, on account of their peculiar adaptability for the position—men of intelligence, sound judgment, clear discrimination and by reason of their different callings, peculiarly fitted for making proper decisions of all questions from their various practical business standpoints. Some of these men have been connected with the school system of New York a number of years, and by reason of their conscientious devotion to the cause of education are well qualified to equip the whole educational system with all necessary supplies in the most economical manner.

"Of making books there is no end" and none can verify this statement better than the members of the book committee. Owing to the strong competition existing in the line of school books, every effort is being made by publishers to keep abreast of the times in every respect. This leads to revision of existing text-books or the production of new ones. Of course unless these books are brought into general use the business of publishing them is unremunerative; hence, at stated periods sample copies are submitted to the committee, and as the actual difference between those issued by rival publishers is slight it requires close study and discrimination on the part of the committee to select such as may be considered the most desirable for use under the existing school systems. After careful consideration and comparison, selections are made and a list of the books approved issued. Contracts are made with the different publishers at the lowest possible rates for the books delivered at the depository. From these lists the teachers choose such as appear to them most desirable, and on their requisition the books are distributed by the board as required.

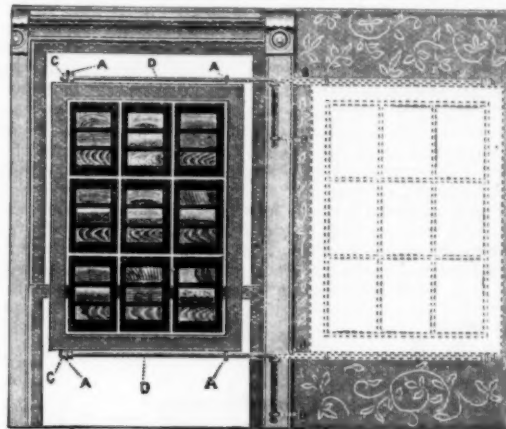
Forestry in our Schools.

Since the primitive forests are being rapidly prostrated and the time is near at hand when new forests will have to be planted so as to keep up a timber supply for the future, the American people are beginning to see to the necessity of the study of forestry. Many schools have taken up the subject and more will follow. Excellent results are reached by acquainting the youth of the country with our various woods, their characteristic structures, properties, uses, etc. In this way they learn to know what may be most profitably grown for certain uses.

We are glad to find in hand, at this opportune time, a very valuable and unique work on the subject. It is entitled "American Woods," published by Romeyn B. Hough, B. A., of Lowville, N. Y. It gives fullest information on the subject and is illustrated by actual specimens of the woods themselves. The specimens are very thin sections—so thin as to allow light to shine through them

and showing three distinct views of the grain of each wood. They are mounted somewhat as photographs are mounted in album leaves, only the pages of the specimen portion of the work are separate (not bound together) to facilitate examination. These with text are put up in a case resembling a closed book in make-up.

Nothing but an examination can give any conception of the



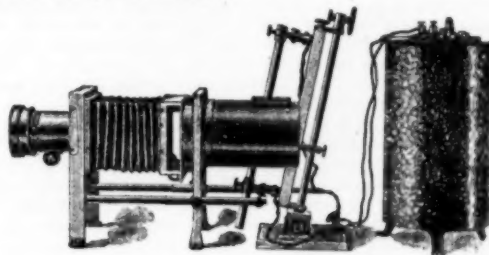
beauty and instructive interest one may find in the sections. Such a work is of greatest value in the school-room as well as the home, but we wish especially to mention it for school use. The specimen-pages of the work may be placed between glass in frames so attached to the window casings as to swing and allow of being examined in either transmitted or reflected light.

The accompanying illustration shows one of the frames, containing nine of the specimen-pages, as hung from the window-casing and showing in transmitted light. The dotted lines to the right represent the frame as swung back against the wall and where the specimens would be seen in reflected light.

More detailed information about the work may be obtained by addressing the publisher.

Electric Lamps for Optical Projection.

The advantages of the use of electricity as an illuminating power are so well known that it has only become necessary for the thorough introduction of the various systems of electric lighting to create a demand for electric lamps suitable for use in connection with the optical lantern.



The advantages of these lamps are many. The cost of operating is reduced to a minimum, as the expense per hour for a 2000 candle power arc lamp when taken through a meter is but 10 cents. The light is so intensely bright that it is no longer necessary to have the room or hall absolutely dark, hence it can be used advantageously during the daytime.

The convenience of the electric light is best demonstrated by stating that but the turning of a button is necessary to light the lamp, which being thoroughly insulated may be handled with impunity. Two styles of arc lamps are now being manufactured specially for use in connection with the optical lantern; one called the automatic focusing lamp, and the other styled the hand-feed focusing lamp.

The arc of the automatic focusing lamp is kept at a given point by the use of a clock-work mechanism controlled by an electromagnet, and may be used successfully on any continuous system of arc lighting having a voltage of from 52 to 110.

The hand-feed focusing lamps are more simple in construction, and can be used on either the continuous or the alternating system of electric lighting having voltages of from 52 to 110. They require about the same attention as the lime light.

These arc lamps are now in successful operation in many cities. They are not confined solely to use in the optical lantern, but are having a large sale for stage lighting, photo-lithography, and for all purposes where a clear, steady light is required.

For particulars, prices, etc., address the inventors and manufacturers, Messrs. A. T. Thompson & Co., 13 Tremont Row, Boston, Mass.

A Projection Lantern.

It is desirable to have a lantern, for use in illustrating scientific lectures before a class, that can be easily handled by inexperienced students. An improved form has recently been revised by Mr. Knipe, manager of the Projection Department of Queen & Co., incorporated.

The "Lecturer's Lantern," is adapted for oil, lime light, or electricity; it is very compact, being contained in a case $5\frac{1}{2}'' \times 9'' \times 16''$, and is furnished with a body of galvanized iron which does not radiate heat as is done by Russia-iron, mostly used. The condensing lenses are of best quality $4\frac{1}{4}$ inches in diameter, and the objective is of equal grade. With a three-wick petroleum lamp pictures of from 5 to 10 feet in diameter can be obtained with extremely clear definition by varying the distance of the screen. Of course, oil does not give so brilliant an illumination as calcium light, so that when furnished with the Queen Safety Jet, Fig. 2, designed specially for the latter purpose, clearly definite pictures from 10 to 20 feet in diameter can be secured.

The most important advance, however, embodied in the "Lecturer's Lantern," is the "Electric Arc Candle," as illustrated in Fig. 1. A hand regulating arc lamp replaces the lime light jet

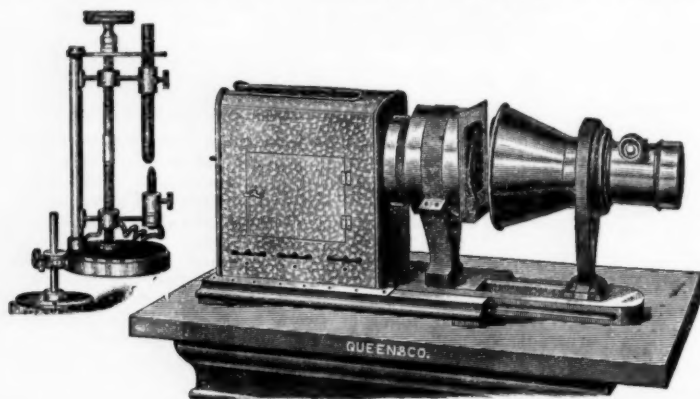


Fig. 1.

and requires slight attention,—regulation once in about four minutes. The lamp will burn three hours, or so long as the carbons last, and because the negative carbon is placed out of line with reference to the carbon, the crater of the latter is entirely unobstructed and the maximum illumination obtained. This lamp can be operated on an incandescent direct current circuit of 110 volts, or an alternating circuit of 52 volts, by means of suitable resistances. It is the most compact projection arc lamp on the market, and can be readily adapted to a lantern of almost any make. Because of simplicity in construction the price is very moderate, and within reach of all.

In connection with this outfit, Queen & Co. also furnished their Patent Multifocal Attachment, by means of which pictures of different diameters can be produced on a screen at a given distance from the lantern. This feature is something which cannot be obtained with any other apparatus, and its value becomes evident to a lecturer or teacher upon a moment's thought.

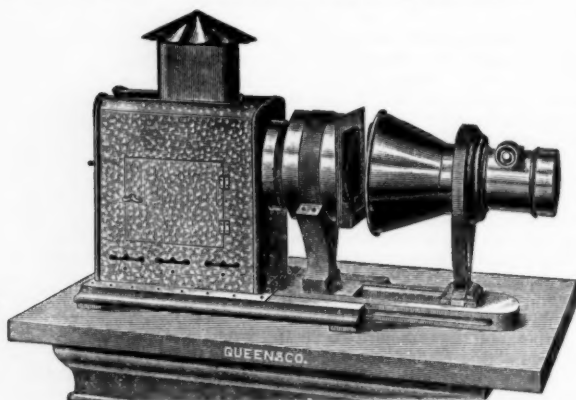


Fig. 2.

All of the above apparatus is made in the best possible manner, and consequently is guaranteed by the makers to be first class in every respect.

The "Paragon" lantern, with self-regulating arc lamp, also placed on the market by Queen & Co., has been previously described in these pages.

A New Typewriter.

As a valuable aid to the instruction of youth, the typewriter is now beginning to take its real place in general educational processes. At first the purely mechanical idea of manual training, useful in commercial and professional life, was the ruling motive of its introduction in many schools. Now the wider use of the writing machine as an educational instrument, pure and simple, begins to be perceived. Wherever careful experiments in this line have been tried, the results are sufficiently promising to warrant still further progress. This makes the progress of this remarkable labor-saving machine a matter of interest to educators everywhere, and makes a brief description of the latest model of the new No. 6 Remington Standard typewriter, worthy of the attention of readers of these pages.

Considering the long and remarkably successful career of the Standard No. 2 Remington, it is not surprising that we learn from the announcements of the makers that the new No. 6 model, is "a development—not an experiment." With the prestige and well-earned reputation of years, extending back to the days when the Remington was simply "the typewriter,"—the only one known, any new model of this famous machine may surely be



considered as offering some decided advance along the lines of previously successful progress.

The new model, No. 6, looks much like the No. 2, to the casual observer, but closer inspection reveals many changes in details. The keyboard of the No. 2, which is now practically the standard for all writing machines, is retained. The notably light and easy touch of the Remington machine has been still further improved upon in the new model, and in this respect it cannot fail to commend itself very highly to operators. The carriage is somewhat wider than the No. 2, as it will hold paper nine and a half inches wide, writing a line seven and a half inches long, instead of six inches, as in the No. 2.

The method of shifting the carriage from the position for writing small letters to the "upper case" is unchanged in principle, but is worked out in a very much superior manner. The spacing mechanism also shows radical improvement. A simple yet effective device regulates with unerring certainty the letter-spacing of the machine. This greatly reduces the weight and wearing surfaces, and cannot fail to render the machine much easier to operate continuously. The ribbon mechanism is also improved materially in the direction of greater economy in the use of the ribbon, and greater ease and cleanliness in handling it. Many other decided improvements are noted, of which lack of space forbids a mention. The machine and the reputation of its makers offer every guarantee that the utmost care has been taken with every detail of construction in order to secure the greatest possible simplicity and durability—qualities for which the Remington has ever been favorably known—and we have no doubt that the No. 6 Remington will speedily obtain a large degree of the public favor which has been so deservedly won by its predecessors.

Slate for Roofs and Blackboards.

A remarkable example of business success is furnished by the Slatington-Bangor Slate Syndicate, of Bethlehem, Pa. They opened their offices January 5, 1893, but it was not until March 20 that they fairly began business, so that what they did last year was virtually done in nine months. Though they had not a single customer nor order when they started, on December 31 the orders numbered 1,272 and they had shipped 704 carloads, containing 34,670 squares of roofing slate, besides more than 100,000 square feet of slate blackboards and milled stock. The great bulk of this slate was shipped from the Slatington region, but they also shipped largely from Bangor, Pen Argyl, Chapman, Peach Bottom, Vermont, and Maine quarries. Shipments were made to every state in the Union, with two exceptions, and their customers called for every kind, color, and description of

slate. Among the orders were some for many of the most costly school buildings in New England and the West.

So successful has this syndicate's plan proved that the managers are approached daily by manufacturers who desire them to handle their outputs. It saves employing traveling salesmen and the payment of middle men. Architects and builders see that the syndicate will be of real benefit to the manufacturing and roofing trade. Markets will be found for slate where it has never before been introduced. Special attention is devoted this year to the export trade; at present the syndicate is negotiating with parties in Great Britain, Italy, and Australia. Foreign markets for roofing slate will be of great benefit to all interested in slate, because, as is well known, the more slate exported the greater will be the demand at home. The quarries are, as a whole, in good shape for meeting it. The syndicate was formed under the leadership of J. L. Foote, its present manager, Joel Neff, being secretary of the company.

Heating and Ventilating.

THE SMEAD SYSTEM OF WARMING AND VENTILATING.

The Chicago Smead Warming & Ventilating Company has been very successful in securing a large number of contracts throughout the territory owned and controlled by them, namely;— Illinois, Wisconsin, Minnesota, North Dakota, South Dakota, northern peninsula of Michigan, Indian territory, and Oklahoma for the popular and well known Smead system of warming, ventilation, and dry air closets, so generally used in school buildings throughout the United States and Canada.

The Chicago office is under the management of Mr. Fred M. Bailey, president, and Col. Al. J. Rodgers, general superintendent, who are men of ability and great experience in school-house heating and ventilation. School boards who contract with them, thereby secure the benefit of their many years' experience in this very important branch of school house construction. They are also introducing their automatic flush closets in a number of buildings; these give perfect satisfaction.

The following are some of the places where they have executed work this summer. (The figures indicate the number of rooms in the building.)

Illinois: Joliet (two schools, 8 and 4); Evanston (8); Highland Park (high school building); Sandwich (two schools, 8 and 6); Walnut (6); Dixon (old high school building); West Amora (4).
Louisiana: Sheldon (10); La Porte City (8).
Minnesota: Lake City (8); Spring Valley (4); Little Falls (4); Mankato (State normal school); Winona, (State normal school); Virginia (8); Ely (8); St. Charles (4).
Oklahoma: Perry (8); Norman (8).
Wisconsin: Grand Rapids (high school building); Waukesha (two schools, 4 and 2); Monroe (high school building); Stoughton (high school building); Sheboygan (high school building).
South Dakota: Mitchell (10).

BOYNTON FURNACE COMPANY.

The Boynton Furnace Company, New York and Chicago, have placed many of their hot water heaters in schools, churches, and other buildings. Their new and improved method of ventilation gives satisfaction wherever it is introduced, insuring as it does a change of air at least three or four times an hour. School boards who contemplate the adoption of a most improved and economical method of heating and ventilating for schools will do well to write to this firm for descriptive circulars and estimates.

THE BLOWER SYSTEM OF HEATING AND VENTILATING.

The Blower System of heating and ventilating is evidently becoming very popular in the schools. The Boston Blower Company have placed complete heating apparatus this summer in the Webster, Mass., high school, and are at work putting the same in the new grammar school at Westbrook, Me. They have also furnished the heating apparatus for five Detroit schools and the Austin school, East Boston, Mass., and have the contract for supplying the Brookline, Mass., high school and several other schools. Their ventilating fans were introduced this summer in four or five New York schools. The office of the company is at 281 Franklin St., Boston, and the factory is located at Hyde Park, Mass.

AMERICAN BOILER COMPANY.

The American Boiler Company has succeeded the National Hot Water Heater Co. Their steam and hot water heaters and other appliances are being extensively used for heating and ventilating public school buildings, lecture halls, colleges, etc., throughout the country. Among the institutions in which the company recently put up their steam heating apparatus are: the public school at Albert Lea, Minn.; two schools at Lacrosse, Wis.; two schools at Geneseo, Ill.; high school at LaSalle, Ill.; ward school at St. Mary's, O. Their hot water heating apparatus has been placed this season in the new Lutheran college at Winfield, Ky.

Address inquiries for circulars to American Boiler Company, 84 Lake street, Chicago. Other offices of the company are at Boston, New York, Portland, Ore., and in connection with their works at Brooklyn, N. Y., Syracuse, N. Y., and Detroit, Mich.

School Desks.

Mr. H. H. Plough, of the House of Refuge, Randall's Island, N. Y. (Station L, New York City), is looking about for 700 desks of latest and most improved make to replace old-fashioned ones.

The Piqua School Furniture Co., Piqua, Ohio, recently filled an order for the Columbus, Ohio, schools, for 3600 desks.

Orders have been crowding in rapidly on the United States School Furniture Co., 65 Fifth avenue, N. Y. The following are some of the places where they have supplied seats for the schools:

NEW TRIUMPH: Reading, Pa., 250; Jersey City, N. J., 315; Long Island City, N. Y., 125; Bushwick Junction, N. Y., 275; Lynchburg, Va., 100.
ORION: Leighton, Pa., 120; Rockville Center, N. Y., 225; Portsmouth, N. H., 325; Carbondale, Pa., 175; Pittston Junction, Pa., 175; Dunmore, Pa., 200; Charlotte, N. C., 150; Wallingford, Ct., 275; Williamsport, Pa., 125; Emporium, Pa., 200; Shenandoah, Pa., 175.
AUTOMATIC TRIUMPH: Holyoke, Mass., 1,250; Island Pond, Vt., 175; Vergennes, Vt., 100.
PERFECT AUTOMATON: Orange, Mass., 100.
PARAGON: Collingsdale, Pa., 100; Morrisville, N. Y., 125; Norrisown, Pa., 200; North Toanwanda, N. Y., 100.
GLOBE: Bingham, Me., 200.

Only a small number of the cities have been mentioned, Mr. Billmeyer, the New York manager, is highly pleased with the condition of business.

A New Pencil Sharpener.

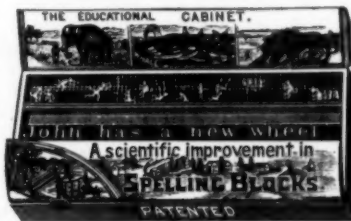
The new pencil sharpener made by the Eagle Pencil Co. is a remarkable success. It does its work perfectly with both black



and colored pencils and is sold with a pencil for the very low price of a nickel.

A Sentence Building Device.

Learning to read need no longer be a tedious task. Many devices have been invented that help to make it a pleasure, and in consequence considerably reduce the time required for the mastery of the mechanics of word and sentence building. The recently patented cabinet of spelling blocks placed on the market by the Educational Toy Company, of Hartford, Conn., is one of the most practical devices of this kind. It is offered in the form of a



neatly made cabinet having double hinged covers and containing a score or more of wooden letter blocks, each of which bears sixteen letter faces, there being in this manner a combination of several alphabets in one group of blocks.

The arrangement is much simplified by an ingenious inverting of a portion of the letters whereby all may be placed in alignment, disclosing the desired sentence through an opening in the top of the cabinet. A letter may be repeated a large number of times and the sentence—"Six Swans Swam on the Mississippi," can be made without wanting for "just one more 's'."

Brief Notes.

Our attention has been called to an error in the notice of Hamacher, Schlemmer & Co.'s new cabinet bench for manual training classes in THE SCHOOL JOURNAL of Sept. 1. The width should have been given "18 inches over all."

Milton Bradley Co. will shortly remove their New York office to 5th ave., between 14th and 23d streets.

Principal W. F. Winsey of the third ward high school, Appleton, Wis., has one of the Frick Electric Program Clocks made at Waynesboro, Pa. He says it is doing perfect work.

J. B. Colt & Co., of 16 Beekman St., New York, sold last week 38 of their new self-feeding electric lamps to be used in three of the most prominent theaters in the country.

The drawing paper manufactured by J. M. Olcott, 11 West 14th St., New York, has had a phenomenal sale. Over seven tons have been sold directly to schools since August.

New School Books.

AMERICAN BOOK COMPANY, NEW YORK.

G. P. Butler.—School English: a manual for use in connection with the written English work of secondary schools, cloth, 75 cents.

D. APPLETON & CO, NEW YORK.

Andre Lefevre.—Race and Language. (International Scientific series.) 12mo, pp. 424; cloth \$1.50.

MILTON BRADLEY CO., SPRINGFIELD, MASS.

Milton Bradley.—Color in the School-Room. 12mo, pp. 103; cloth, \$1.00.

Emilie Poulsson.—In the Child's World. 8vo, pp. 450; cloth, \$2.00.

Edward Wiebe.—Paradise of Childhood. 4to, pp. 176; paper, \$1.50, cloth, \$2.00.

Allen S. Hildreth.—Clay Modeling in the School-Room. 12mo, pp. 75, paper, 25 cents.

Emily A. Weaver.—Paper and Scissors in the School-Room. 12mo, pp. 77; paper, 25 cents.

GINN & CO, BOSTON.

Charles E. Bennett.—Tacitus Dialogus de Oratoribus. 12mo, pp. 28+87; cloth, 80 cents.

Charles F. Brnsie.—Geschichten aus der Sonne. 12mo, pp. 12+127; cloth, 65 cents.

Alex. Everett Frye.—How to Teach Primary Geography. 24mo, pp. 4+60; paper, 12 cents.

Herbert Nichols.—Notions of Number and Space. 12mo, pp. 6+201; cloth, \$1.10.

Julius H. Seelye.—Citizenship. 12mo, pp. 8+78; cloth, 30 cents.

W. BEVERLEY HARISON, NEW YORK.

Dr. Javal.—Essay on the Physiology of Writing. 24mo, pp. 4-60; paper, 25 cents.

D. C. HEATH & CO., BOSTON.

Allen C. Thomas.—A History of the United States. Ills. 120, pp. 410; half Roan, \$1.25.

LEE & SHEPARD, BOSTON.

Baron Nils Posse, M. G.—Special Kinesiology of Educational Gymnastics. 4to, pp. 380; cloth, \$3.00.

A. LOVELL & CO., NEW YORK.

J. B. Witherbee.—Common Sense Copy Books; A System of Vertical Penmanship. Nos. I-IV. 8vo, pp. 24; paper, 7 cents.

MACMILLAN & CO., NEW YORK.

C. A. Buchheim; Phil. Doc.; F. C. P.—German Classics. 16mo; cloth, 90 cents, net.

Vincent T. Murche.—Object Lessons in Elementary Science. 3 vols., 16mo, cloth. Vol. I., 60 cents; Vol. II., 75 cents; Vol. III., 90 cents.

Hebert Weir Smith, Ph.D.—The Sounds and Inflections of the Greek Dialect. 8vo, cloth, \$6.00.

MAYNARD, MERRILL & CO., NEW YORK.

Miss L. Bruneau.—Mele toide ton métier; beginners' tests with vocabulary. Edited by W. S. Lyon. 16mo, pp. 52; cloth, 20 cents.

JOHN E. POTTER & CO., PHILADELPHIA.

Potter-Bradley.—Atlas of the World. A complete American and foreign atlas.

E. & J. B. YOUNG, NEW YORK.

Ernest H. Jacob.—Notes on the Ventilation and Warming of Houses, Churches, Schools, and Other Buildings. Cloth, 30 cents.

J. A. Bower.—Simple Experiments for Science Teaching including 200 experiments fully illustrating the elementary physics and chemistry division in the evening school continuation code. Cloth, \$1.00.

The three readers issued by A. M. Thayer & Co., of Boston, will soon be placed on the market. Nos. 1 and 2 are already out and have met with success.

Prin. J. Luther Sheppe, of the Salem (Va.) high school, is making a vigorous attack upon the recent Virginia state text-book action. He writes: "No more damaging blow at the efficiency of the schools of the state could have been struck than the recent re-adoption, without change, of the state list of text-books. While there are many excellent books on the list, there are some that should have been relegated to everlasting oblivion."

Text-Book News.

ILLINOIS.

Moline, Joliet, and Freeport, Ill., have adopted the New Normal Readers and Spellers.

Milne's Arithmetics were adopted for use in the Lycoming county normal school at Muncy, Pa. We hear that they have also been introduced in the Pennsylvania state industrial reformatory at Huntingdon, Pa.

PENNSYLVANIA.

White's New Course in Art Instruction has been adopted in Emporium, Pa. Miss Ella L. Richardson of the Prang Educational Company, will give the teachers their special instruction in the new system.

The school board of Williamsport, Pa., recently adopted White's New Course in Art Instruction; Eggleston's First Lessons in Our Country's History, and Harper's First Reader for Supplementary Reading.

Wellsboro, Pa., has adopted White's New Course in Art Instruction.

OHIO.

The New Normal Readers, published by the Werner Co., were adopted by a unanimous vote at Akron, O.

Du Bois City, Pa., at a recent meeting of the school board adopted Harper's Series of Readers for regular use; Johnnot's Natural History and Historical Readers for supplementary reading; Spencerian Copy books; Milne's Algebra, and White's New Course in Art Instruction.

TEXAS.

Houston, Tex., has adopted Sutton & Kimbrough's arithmetics. The authors of these books are well-known Texas educators, Supt. W. S. Sutton, of Houston, and Mr. W. H. Kimbrough, chief clerk of the department of education of Austin. Secretary Raphael, of the school board, stated that it is a cardinal principle of the school trustees to make as few changes in school books as possible, and that no changes are made that are not dictated by progress.

The following towns and colleges in Texas have adopted the same arithmetics: Albany, Anderson, Alice, Bartrop, Burke, Burnet, Baylor, Batesville, Baylor university, Baylor female college, Belton, Chico institute, Corn Hill, Caldwell, Cleburne, Cameron, Corpus Christi, Corsicana, Columbia, Denton, Normal college, Dayton, Devers, Eagle Lake, Flatonia, Galveston, Houston, Henderson, Howard Payne college, Lufkin, LaGrange, Minnola, Moscow, Omen, Peaster college, near Weatherford, Weatherford college, Patroon polytechnic institute at Midlothian, Quintana, San Saba, Sealy, Schulenberg, Timpson, Velasco, Village Mills, Wolf City, Weimar, Wilds Point, Yoakum.

School Building Notes.

ARIZONA.

FLAGSTAFF, ARIZ.—Bids are asked for a school-house.

CALIFORNIA.

AZUSA, CAL., will spend \$5,000 on a school.

COVINA, CAL., will build a \$5,000 school.

CHARTER OAK, CAL., will build a \$2,000 school.

GARDENA, CAL.—Plans are prepared for a \$3,500 school.

COLORADO.

GREELEY, COL.—The new high school building will cost \$25,000 and be equipped with a gymnasium.

CONNECTICUT.

HARTFORD, CONN.—The missionaries of La Salette will build a four-story brick college.

NEW HAVEN, CONN.—\$40,000 was voted for an addition to the Washington street school, also will build a large brick school.

ROCKVILLE, CONN.—The new St. Bernard parochial school has been started. It will have the latest improved heating and ventilating, and will cost \$35,000.

WATERBURY, CONN.—An addition will be built to the Washington street home to cost \$20,000.

DELAWARE.

WILMINGTON, DEL.—New school, No. 9. Three stories, eight rooms, to cost \$25,000.

DISTRICT OF COLUMBIA.

WASHINGTON, D. C.—A new two-story, eight-room school will be constructed. The Oblate sisters are erecting a new school-house to cost \$14,000. The first building of the American university will soon be started; it will be called Administration hall and will cost \$200,000.

GEORGIA.

ATLANTA, GA., has accepted plans for the new boys' high school. It will be four stories high with fourteen rooms.

ILLINOIS.

CENTRALIA, ILL.—A new two-story and basement brick school.

CHICAGO, ILL.—New school to cost \$50,000; brick and stone. A beauti-

ful design for an industrial school for girls at South Evanston has been made. An addition to the Seminary avenue public school will be built at a cost of \$60,000. Plans have been prepared for a ten-story "Temple of Music" to be erected on Van Buren street, between Wabash and Michigan avenues. It will have every known improvement, and will be used for musical purposes solely. Cost about \$200,000.

INDIANA.

LA PORTE, IND.—Wing & Waburn, of Ft. Wayne, have prepared plans for a school building to cost \$200,000.

IOWA.

NORTHWOOD, IA., will build a school.

DECORAH, IA., will build a school.

SUPRIOR, IA., will erect a school.

KANSAS.

HOYT, KAN., will erect a school-house.

MAINE.

LEWISTON, ME.—A three-story brick and stone college called Bates college; cost \$20,000.

MARYLAND.

BALTIMORE, MD.—Designs for the new Baltimore college have been accepted; cost about \$150,000.

MASSACHUSETTS.

BOSTON, MASS.—An addition to the parochial school, Paris and Market streets, to cost \$10,000.

BRIDGEWATER, MASS., will add four stories to the state normal school.

CAMBRIDGE, MASS.—A new brick school to cost \$23,000.

MALDEN, MASS., propose to erect a new high school to cost \$100,000.

NEWTON CENTER, MASS.—The Newton theological seminary will erect a library and reading room; cost, \$35,000.

WATERTOWN, MASS.—The new \$34,500 school will have a large manual training workshop.

WOBURN, MASS., has appropriated \$2,500 for a heating and ventilating plant for the Rumford school-house.

MICHIGAN.

DETROIT, MICH.—The society of the Holy Assumption will spend \$7,000 on a school building. Board of education, two-story brick school, 425 Van Dyke avenue; \$30,000. Board of education, two-story brick school, 601 Alexandrine avenue; \$30,000. Board of education, two-story brick school, 552 Military avenue; \$30,000. Board of education, two-story brick school, 105 Seventeenth street; \$20,000.

GROSSE POINT, MICH., will spend \$5,000 on a school building.

OWOSSO, MICH.—Two large additions to the high school are being built.

MINNESOTA.

CLARKFIELD, MINN., will spend \$4,500 on a new school.

HALLOCK, MINN.—Bonds have been voted for a \$7,000 school building.

LUVERNE, MINN.—A high school building to cost \$20,000.

MAYVILLE, MINN., will build a school.

MORA, MINN., will spend \$1,500 on a school.

PINE CITY, MINN.—Corner stone for new school was laid.

WORTHINGTON, MINN., will build a school.

For Weak Women

There is no preparation in the world that strengthens weak mothers like Scott's Emulsion. It is beneficial in any form of emaciation or wasting, but it is especially helpful to mothers and nurses who are nursing babies. It gives them strength and also makes their milk rich with the kind of nourishment all babies need.

Scott's Emulsion

is the essence of nourishment. It prevent excessive wasting. It possesses food properties which are essential to all babies and all growing children, and which in adults makes the system strong enough to cope successfully with Emaciation, Coughs, Colds, Weak Lungs, Bronchitis, Loss of Flesh, Blood Diseases and

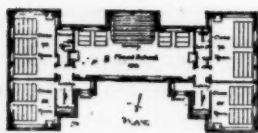
Any Condition of Wasting.

Scott's Emulsion is not a secret compound. Its formula is endorsed by all physicians. Babies and children love the taste of it.

Send for a Pamphlet—FREE.

Scott & Bowne, New York.

Druggists sell it.



NEW VILLAGE SCHOOL BUILDING, ENGLAND.

MISSOURI.

JEFFERSON CITY, MO.—The main building of Lincoln institute will be rebuilt at a cost of \$40,000.

MONTANA.

PHILLIPSBURG, MONT., will spend \$30,000 on a new school.

NEBRASKA.

NORFOLK, NEB.—A two-story brick school to cost \$8,000.

PLAINVIEW, NEB.—A normal college will be built; cost \$8,000.

NEW JERSEY.

ELIZABETH, N. J., will rebuild Public School No. 1 at a cost of about \$55,000.

RIDGWOOD, N. J. Plans for a new school have been accepted.

NEW YORK.

BATH, N. Y., will spend about \$22,500 on a new school.

BUFFALO, N. Y., will erect a school corner Winslow and Wohler avenues, also a three-story school to cost \$40,000.

JAMAICA, N. Y.—A new normal school is to be built.

LOCKPORT, N. Y., desires plans for a new school.

NEW YORK CITY.—A new school to cost \$165,000 will be erected corner 119th street and Madison avenue; also corner 88th street and Third avenue to cost \$150,000.

NIAGARA FALLS, N. Y., will build a new school-house.

SOHO, N. Y.—A two-story school will be built.

WHITE PLAINS, N. Y.—School district No. 1 will spend \$36,000 on a new school.

YONKERS, N. Y., will build a new school in district No. 10.

NORTH DAKOTA.

ENDERLIN, N. D., will erect a school house.

WIMBLETON, N. D., will build a new school.

OHIO.

BEREA, O.—The Gorman Wallace college will erect a handsome building equipped with best system of heating and ventilating, gymnasium, etc., to cost \$40,000.

BRYAN, O.—A new school house to be erected.

BUCYRUS, O., will erect a new school-house.

CANTON, O.—A new school building will be erected on Hartford street.

PERRYSBURG, O.—A three-story brick school to cost \$24,000.

PIERCE, O., will erect a new school building.

TOLEDO, O.—An addition to the high school will be erected.

OKLAHOMA.

BRITTON, OKLA., will erect a school-house.

ONTARIO CANADA.

WINDSOR, ONT., will spend \$12,000 for a two-story brick school; will construct a school on Tuscarora and Louis streets to cost \$22,500.

PENNSYLVANIA.

ALLEGHANY, PA.—The old school building on North avenue will be torn down and a new one erected to cost \$80,000. The Fifth Ward school will build an additional building for manual training at a cost of \$10,000.

JEANNETTE, PA.—Plans are wanted for an eight-room school to cost \$8,000.

MCDONALD, PA.—School to cost \$22,000.

MCKEES ROCKS, PA.—A new frame school.

MINOKA, PA., is discussing a new high school.

PHILADELPHIA, PA.—New schools will be erected in the twentieth ward. On Baltimore avenue and 46th street; on Porter and 5th streets, twenty-third ward. Plans are made for new schools in section 35, 25, 31, and 19 all improvements. New three-story school, corner 5th and Porter streets. Addition to school 17th street and Wood. \$85,000 has been appropriated for a school-house at 54th street and Lansdowne avenue. Frank Miles Day is preparing plans for a \$150,000 club house for the students of the University of Pennsylvania.

PITTSBURG, PA.—An eight-room school will be erected in the thirty-fifth ward. The contract for the new high school has been given to A. & S. Wilson; cost \$179,722. The Fifth avenue high school building will have a new heating and ventilating plant.

SCRANTON, PA., will erect a handsome high school building from designs prepared by Little & O'Connor, N. Y. city.

SHENANDOAH, PA., will erect a new school.

YORKVILLE, PA.—A new four-room brick school will be built.

RHODE ISLAND.

PROVIDENCE, R. I., will erect a new high school.

WOONSOCKET, R. I., wishes to spend \$2,000 on a modern system of heating and ventilating for the new Boyden street school.

SOUTH DAKOTA.

ELK POINT, S. D.—A new building will be constructed in school district No. 15.

KRANZBURG, S. D., is building a school.

NEW SALEM, S. D., is building a school.

TENNESSEE.

HARRIMAN, TENN.—Plans are being prepared for a \$200,000 university.

TEXAS.

TEMPLE, TEX., wants bids for a new high school.

VERMONT.

RUTLAND, VT.—A two-story brick school will be built; all improvements; cost \$10,000.

SPRINGFIELD, VT.—\$25,000 will be spent on a new school.

WISCONSIN.

APPLETON, WIS.—A new public school to cost \$30,000.

KENDELL, WIS.—New school-house to cost \$3,000.

LIBERTY, WIS., will erect a school-house.

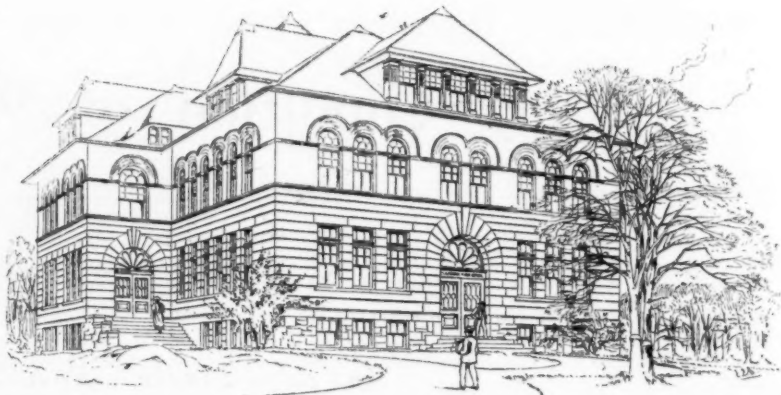
MORA, WIS., will build a school; cost \$1,500.

WATERTOWN, WIS.—The Lutheran university that was burned will be rebuilt at a cost of \$40,000.

Educational Miscellany.

The Frœbel society, of London, held a conference at the College of Preceptors on Friday September 21, 1894. Miss Sherreff is president. Among the subjects discussed were "Nature Knowledge," "Literature." The former subject was treated of in three papers, viz., "Nature Knowledge," suitable to children from three to six years of age. "Nature Knowledge," for children from six to nine years, and finally for children from nine to twelve. This society has done much to encourage the kindergarten instruction in England, and has increased in numbers and weight during the last few years. This is in a great measure due to the painstaking ability of Miss Sherreff.

The Indian Bureau has determined to have Indian children attend the public schools in the localities where they reside. This brings them in direct association with the white children in the public schools. The work of inducing the children to attend the schools with the whites has been going on for the past eight months or more, and it is reported that the number has increased very rapidly. There are now one hundred Indian children in the public schools.



COMPETITIVE DESIGN STAMFORD HIGH SCHOOL. Jardine, Kent & Jardine, Architects, New York city.

France pays \$4 per capita for her army and 70 cents for education. In the United States the figures are 30 cents for the army and \$1.35 for education.

The names of two more students of Cornell have been added to the list of Cayuga lake victims. They were both freshmen who had just arrived at Ithaca to enter the university.

The University of Chicago recently gave its first degree of Doctor of Philosophy to a Japanese.

In Amherst college the students are not required to attend church but once on Sunday; heretofore they have been required to go twice.

Miss Julia Whiton, of Victoria, Ont., has been elected as teacher in the Deaf Mute institute, in Rochester, N. Y.

The scholastic population of Texas (age from 8 to 16) is 692,000, an increase of ten per cent. over 1893-4.

Yale and Harvard colleges have larger classes of students this year, but Cornell and Princeton have smaller ones; this latter fact is attributed to the shameful hazing which has been practiced. The time is evidently coming when civilization and not barbarism, is to be the rule in our colleges. President Schurman, in his opening address referred to athletics—it is time the colleges moved. The foot-ball game when played in this vicinity calls for a great deal of whisky. The players are seen by the onlookers to stimulate on clear whisky at frequent intervals, these growing more and more frequent as the game proceeds.

Teacher Professionalization.

Dr. E. R. Eldridge, president of the state normal college at Troy, Ala., extends a broad invitation to all teachers who wish to know more about the points touched upon in the following, to write to him. He says:

"If the blind lead the blind, they both fall in the ditch," said the "Great Teacher" to his normal class in a three years course of professional training in that "Peripatetic Normal School" about the shores of Galilee, nearly 1900 years ago. Those he addressed were his co-workers while yet his disciples (students), and they were to be his successors in the dissemination of his great doctrines with which he was daily filling their minds and quickening their hearts, that they might become burning and shining lights to light the way of millions of darkened souls that they might not fall into the ditch of error in judgment and action.

This great man loved to be called "Teacher," "Master," and was superior to the doctors of the law in his principles and methods as Dr. Arnold was to Dickens' Squeers, and this Master infused into his disciples his own spirit and ideas, so that, human teachers though they were, yet they taught with superhuman power and revolutionized the world's thought and action. Could the school teachers of our land come in contact with such teachers, how great would be the transformation and the resultant good. This is possible in a measure, at least, for we have the works of great teachers in their personal presence before their classes in the teacher training schools, or through their books, now so numerous, out of which grow courses of study and training by which teachers may become *en rapport* with the great minds of their profession and grow into workmen that need not to be ashamed.

The Chautauqua Correspondence College.

The annual calendar of Chautauqua college for 1895 is now ready for distribution. The Chautauqua college is a department of the Chautauqua system distinct from the reading circle. All the work of the college is conducted by means of correspondence between instructors in leading American universities and colleges and individual students in all parts of this and in some other countries. The best standard text-books are used supplemented by instruction sheets containing suggestions and topics for study, and questions to be answered. All the papers written by the students are carefully criticised by the instructor and returned to the student for review. In the Chautauqua college students may take the full college curriculum or any special college or preparatory course in which they are interested. The work is as rapid as each student can make it profitably. The faculty consists of the following: Latin, James J. Robinson, Ph. D. (Yale), instructor in Yale university; Greek, William E. Waters, Ph. D. (Yale), president of Wells college; German, Henry Cohn, A. M. (Columbia), professor in Northwestern university; French, A. de Rougemont, A. M. (University of France), professor in Adelphi academy; Spanish and Italian, Miss Cornelia H. B. Rogers, Ph. D. (Yale), instructor in Adelphi academy; English, William D. McClintock, A. M. (Kentucky Wesleyan college), professor in the University of Chicago, and Porter Lander McClintock, A. M. (Millersburg college); Mathematics, William Hoover, Ph. D. (Woonster university), professor in the Ohio university; Mental Science, John H. Daniels, Ph. D. (Yale), secretary of Chautauqua college; Political Economy, Richard T. Ely, Ph. D. (Heidelberg), professor in the University of Wisconsin; Biology, H. W. Conn, Ph. D. (Johns Hopkins), professor in Wesleyan university; Physics and Chemistry, L. H. Batchelder, A. M. (Middlebury college), professor in Hamline university; Geology and Mineralogy, Frederick Starr, Ph. D. (Lafayette), professor in the University of Chicago. All the preliminary arrangements are made through the central office of the Chautauqua college, Buffalo, N. Y., but after enrollment each student corresponds directly with his instructor.

A State High School Teachers' institute recently held at Concord, N. H., under the direction of State Supt. Fred. Gowing. Among the speakers were Mr. W. MacDonald, of Stoneham, Mass., agent of the Mass. State board of education; Prof. Weed, of the N. H. Agricultural College; Prof. C. H. Clark, of Sanborn seminary, Kingston; Supt. Harris, of Keene, Prof. C. F. Richardson, of Dartmouth college; President Murkland, of the Agricultural college; President Rounds, of the State normal school; Prin. E. J. Goodwin, of the Newton, Mass., high school; Gen. John Eaton, formerly U. S. commissioner of education; Prof. Upton, of the Portsmouth high school; Miss Abbot, principal of the Peterboro high school; and Prof. Whiney, of Bethlehem; Mrs. Alice Freeman Palmer, of Cambridge, Mass., member of the Massachusetts state board of education, gave a lecture on "The Relation of Parents and Teachers."

The Lynn, Mass. school board has invited the state board of education to hold a teachers' institute in that city, Nov. 8.

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For LADIES, MISSES, CHILDREN. Short, Medium, and Long Waist. White, Drab, or Black. Clamp Buckle at hip for Hose Supporters. Tape-fastened Buttons. Cord-edge Button Holes.

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New Books.

The study of nature has risen to an importance that must compel the attention of teachers. Mr. Charles Barnard has prepared three volumes, *Talks About the Soil*, *Talks About our Useful Plants*, *Talks About the Weather*, which cannot but be of great service to one who is striving to gain information to present to his classes. They are "Talks" and not treatises; the volumes are small, 125 pages, and very pleasing in appearance. We think it was about a year ago that a teacher in a suburb of this city was asked by a trustee to give some talks to her older pupils on the nature of the soils and plants the pupils walked over daily. It seemed a very simple thing, but it puzzled her; she paid a visit to this office and asked for suitable volumes to enable her to perform this work; but it was not easy to name them. The feeling expressed by the request of this official is entering the minds of a large number, in fact there is springing up a popular demand for instruction concerning the soil, the weather, and plants.

These volumes strike us very favorably; they are as profound as small books can be; they are especially clear and suggestive, and, being directed to thinking and educated people, much is rightly omitted. The compact, clear statements, is a feature that will compel attention. They will give a new impulse to the investigating spirit that has been aroused. (Funk & Wagnalls, New York.)

The healthy mind is always interested in the mode of life and doings of people of other nations. Besides the interest it arouses, the study of men of different nations is profitable. It is therefore with pleasure that we note the publication in the Companion series of a handsomely illustrated volume entitled by *Land and Sea*. This gives glimpses of the manners and customs of the people in Europe, Asia, and Central and South America, and also interesting sea experiences. The book might be, and probably will be, introduced into classes as a supplementary reader. With what eagerness the pupils will read just now of the manners and customs in China, Japan, Korea, and Siam! The extracts are principally by well-known writers, as W. H. Rideing, Louise Chandler Moulton, W. E. Curtis, A. B. Buckley, Joaquin Miller, Julia Ward Howe, Frank G. Carpenter, James Parton, and others, giving the book a literary as well as a geographical value. (Perry Mason & Co., Boston, Mass.)

It is estimated that about two per cent. of the men in this country are college graduates. Although this is a very small proportion, the college men have had a preponderating influence on the political, social, and intellectual life of the time. This demonstrates the value of a college education beyond a doubt. Many have therefore felt that the advantages of such an education, or a

part of them at least, should be extended; hence the origin of the Chautauqua movement that in fact brings a college to every young person's door. It is a grand movement and has been of inestimable benefit to many a young man or woman. The Chautauqua Reading Circle literature for 1894-5 includes *Europe in the Nineteenth Century*, by Harry Pratt Judson, LL.D., head professor of political science in the University of Chicago. This reviews the democratic movements beginning with the First French Revolution and also traces the growth of nationality, especially in Germany and Italy. From the book one can get a clear idea of the condition of European politics at the present time. There are numerous illustrations, including pictures of buildings, maps, and portraits of rulers and other noted men and women. (Flood & Vincent, Meadville, Pa., and 150 Fifth avenue, N. Y. \$1.00.)

A few years ago the question of the value of manual training was hotly debated, there being many who argued against its introduction in the schools. It has now been pretty well tried and its value so thoroughly shown that the opponents of the system have practically disappeared. Many teachers have not had the advantage of a training in sloyd and yet they must acquire a knowledge of the subject in some way. Such can take up the study themselves with the aid of a book lately published, entitled *Elements of Handcraft and Design*, by W. A. S. Benson, M. A., Oxon. The author does not wish to have this mistaken for a treatise on carpentry. It describes processes, however, that might lead to skill in that and other crafts, as drawing, metal work, fret sawing and carving, the pole lathe, color, boxes, tables and chairs, garden carpentry, etc. The book is excellently illustrated. (Macmillan & Co., London and New York. \$1.60.)

There are many blood purifiers, but only one Hood's Sarsaparilla, which is reliable, and which cures.

THE SCHOOL JOURNAL is published weekly at \$2.50 a year.

To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly paper, *THE PRIMARY SCHOOL*, for Primary Teachers, is \$1.00 a year. *THE TEACHERS' INSTITUTE* is published monthly, for those who do not care for a weekly, at \$1.00 a year. *EDUCATIONAL FOUNDATIONS* is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. *OUR TIMES* is a carefully edited paper of Current Events, at 30 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & Co., Educational Building, 61 East 9th Street, New York.

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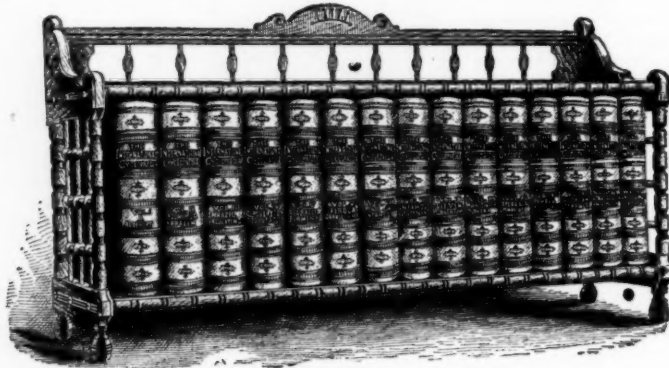
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General Notes.

The board of education of Chicago after long and careful consideration of the subject decided to adopt the Normal Review System of Writing of Silver, Burdett & Co. The "Vertical Copies" retain the special features which make the books of this system with slanting copies so popular and successful. The regular course has ten numbers; the tracing course, two numbers, and the business and social forms, two numbers. Catalogues and circulars descriptive of these and other publications will be furnished on application.

It would be impossible to say in how many school-houses Webster's Dictionary has been a guide and an inspiration in the study of our language. Though the first edition was a great book, Webster's International is infinitely greater because it is the product of the ripest scholarship of the greatest scholars of the age. Every school should have a dictionary—it helps the pupils to acquire the habit of finding out things for themselves. Write to G. & C. Merriam, Springfield, Mass., for a free pamphlet describing the "International."

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are illustrated and described in a handsome folder which has just been issued by the Michigan Central "The Niagara Falls Route." The folder is designed for the special use of people in the East who wish to learn something about the resorts of Michigan (including Mackinac Island and the Lake Superior region), Wisconsin, Minnesota, Yellowstone Park, Colorado, Utah, and the Pacific Coast, and will be sent on application to W. H. Underwood, Eastern Passenger Agent, Buffalo, N. Y.

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"Be sure you are right and then go ahead," was what the youth chose for a motto for a Sunday-school banner. To the teacher who is looking for a position we would say, "Be sure you have found a good teachers' agency like the New American Teachers' Agency, C. B. Ruggles & Co., 237 Vine street, Cincinnati, and then register. They will do the rest."

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It is well known among teachers how much more life and interest there is in the history lesson if a small portion of the time in school is devoted to the study of current events. A little weekly paper published at Washington, D. C., called *The Pathfinder*, gives help in this study. It is a real school newspaper for earnest, intelligent young readers and all busy people. In it is condensed the news of national interest; both sides of live questions are given. It is larger than last year but costs just the same—\$1.00 a year or 50 cents for clubs of ten. For information address *The Pathfinder*, Washington, D. C.

Conspicuous among the contents of the *Atlantic* for October is a timely paper entitled "The Railway War," by Henry J. Fletcher, the author of a vigorous article on "American Railways and American Cities" in a previous issue. "The Railway War" is an excellent exposition of the lesson taught by the strikes of the past summer.

Teachers, note this. If there is any book you want and do know the publishers write to the Baker & Taylor Co., 5 and 7 East 16th street, N. Y., and they will get it for you. They can fill at the lowest rates all orders for school or miscellaneous books wherever published, and promptly forward them in a single shipment.

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The October *Forum*, in eleven timely articles, by as many distinguished writers, presents to its readers the latest results of original investigation and research in many fields of keen general interest,—the larger political and social tendencies of the republic, the Japan-China war, socialism, international politics, railroad problems, education, literature, etc.

Harper's Magazine for October contains an illustrated article on the most popular of recent importations from Great Britain—the game of golf. Richard Harding Davis describes "The Streets of Paris." The paper is illustrated with some effective studies in black and white by C. D. Gibson.

Among the topics of timely interest singled out for editorial comment in the "Progress of the World" of the October *Review of Reviews*, is the Elmira reformatory system. The editor takes the ground that whether or not Superintendent Brockway has erred in certain details of administration, the signal services rendered by him in the building up of such an institution are not to be ignored. Attention is called to the character of a large proportion of the young criminals with whom the reformatory has to deal and to the remarkable record of apparently permanent reformations.

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The *Magazine of Poetry*, published at Buffalo, N. Y., by Charles Wells Moulton, is a monthly review of contemporaneous verse. Portraits of contributors to current literature are given with brief biographies and selections from their best work. The September number has portraits of Bret Harte, Joseph Alphonse Lanigan, Marcus Petersen, S. Jennie Smith, Edwin A. Welty, W. H. H. Hinds, and John F. Howard. There is a sketch of Frederic Allison Tupper, a contributor to THE SCHOOL JOURNAL, with selections from his poetry. The magazine is an excellent one for those who wish to keep informed concerning the authors and verse of to-day.

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"An Intra-Mural View," a very artistic brochure, has been received from The Curtis Publishing Company, Philadelphia, publishers of *The Ladies' Home Journal*. As the title indicates, the booklet gives us glimpses of the interiors of the *Journal's* offices, and some idea of the work carried on there. The numerous illustrations, showing the commodious and well-fitted offices, and the accompanying text, giving us some insight into the work in the different bureaus, requiring a force approximating four hundred employes, indicate the wonderful success which *The Ladies' Home Journal* has achieved in an almost incredibly short time. The first number was issued in December, 1883, so that less than eleven years have elapsed since Mr. Curtis conceived the idea which has developed into so vast an enterprise. The circulation has reached the enormous average of about 700,000.

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